



1041001

B2

**QUALITATIVE RESEARCH WITH YOUNG
ADULTS ON CESSATION RESOURCES
- Final Report -
(POR-04-07; File #: cy019H1011-040015)**

**Prepared for:
Health Canada**

October 19, 2004



TABLE OF CONTENTS

	<u>Page</u>
EXECUTIVE SUMMARY.....	1
FAITS SAILLANTS.....	7
DETAILED FINDINGS:	
Quitting Behaviour and Resources	14
Reaction to <i>Online Interactive Quit Smoking Program</i>	23
Reaction to <i>On the Road to Quitting Booklet</i>	26
Cessation Messages.....	53
APPENDIX 1: Method	
APPENDIX 2: Tabular Results	
APPENDIX 3: Study Materials	

EXECUTIVE SUMMARY

PURPOSE

Health Canada's Tobacco Control Programme has determined there is a need for self-help cessation programming for young adults (18-34 years of age). A series of focus groups were conducted to aid Health Canada in the development of a new cessation resource based on the unique needs and preferences of young adult smokers. The specific objectives of the research included:

- To better understand young adults' reasons and motivations for quitting
- To identify the reasons for their successes and failures in attempts to quit smoking
- To determine awareness of and willingness to use cessation resources, and their preferred cessation methods
- To identify the best method to reach young adults with cessation messages and tools
- To test the relevance and usefulness of the resource *On the Road to Quitting* for this age group and to identify modifications to the publication to meet the needs of the 18-34 target group for cessation support
- To identify the types of cessation messages appropriate for the target group in general and for specific sub-groups

METHOD

A total of 12 2½ hour focus groups were conducted with smokers 18-34 years of age between August 12 and August 25, 2004:

	Total	Toronto (E.)	Kitchener (E.)	Montreal (F.)	Halifax (E.)	Calgary (E.)
Post-secondary education students	3	—	1	1	1	—
Parents/couples considering pregnancy	3	1	—	1	—	1
Other smokers 18-24	3	1	—	1	—	1
Other smokers 25-34	3	1	1	—	1	—
Total	12	3	2	3	2	2

In each group (with the exception of the first group in Toronto with 'other smokers 25-34'), the procedures were as followed:

- Participants were asked to fill out a brief questionnaire about their quitting behaviour prior to the start of the group discussion; some of the questions were discussed at the beginning of each group.
- Participants were asked for their reactions to a description of an online interactive quit smoking program.
- Each participant reviewed and commented on the publication *On the Road to Quitting*.

QUITTING BEHAVIOUR AND RESOURCES

Reasons and Motivations for Quitting

By far, the main reason participants gave for trying to quit smoking related to concerns about health, either specific health problems they have now or potential health problems they might have in the future.

The cost of cigarettes was the second most common reason for quitting.

Family considerations also played a role for some, i.e., concern about exposing family members/children to second hand smoke or setting a bad example for children by smoking.

Other people can play a role in the decision to quit – about half of the participants said they were being influenced by others to quit smoking. The individuals exerting this type of pressure were close friends or family members. Parents and students were more likely to mention the involvement of others:

- For parents, their children played a significant role, as did their spouse/partner.
- For students, pressure from girlfriends/boyfriends played a major role.

Most parents indicated that since the birth of their children they have cut down on the number of cigarettes they smoke. But, for most this resulted from a change in where they smoke (i.e., not in front of their children) rather than from a conscious effort to cut down.

Reasons for Successes and Failures in Attempts to Quit Smoking

Less than half the respondents who tried to quit smoking or who planned to quit smoking said they had an approach or plan for how to quit smoking. Parents and older smokers (25-34) were more likely than students or younger smokers to say they had a plan.

A number of types of reasons were given for failing in previous attempts to quit smoking:

- A stressful event or change in one's personal life
- The camaraderie and social aspect of smoking, as well as the influence of others in one's social circle who are also smokers
- Not being able to deal with the physical cravings or psychological effects of quitting

Cessation Resources

Awareness of Cessation Resources

Most participants believed there is a lot of information available about quitting smoking. The most frequently mentioned sources of information participants said they would check first were:

- Doctors
- CLSCs/hospitals
- Info-Santé (in Montréal only)
- Pharmacies
- Online (some mentioned either Health Canada's web site or another government web site, but most would use a search engine to find pertinent information rather than go to a particular site)

Most participants said they were not aware of any specific resources available where they work or where they go to school. In neither case is it a place they associate top-of-mind with getting resources to quit smoking.

Willingness to Use Cessation Resources/Preferred Methods

Just under half said they have neither used nor plan to use any quitting aids, therapies or resources to quit smoking, particularly those in the 18-24 age group. Most felt quitting smoking is about willpower and not about external resources.

Among the remainder, the most frequently mentioned cessation resource used by far (or intended to be used in the future) was a nicotine replacement product to deal with anticipated cravings. Only a few had used or intended to use written or other audio or visual materials or to go online.

REACHING YOUNG ADULTS: REACTION TO ONLINE INTERACTIVE QUIT SMOKING PROGRAM CONCEPT

Most of the student participants were not interested in the online quit smoking program. The remaining target groups were about equally split between being interested versus not being interested.

The main reasons given for interest in the program were:

- Many felt it would help them understand their smoking behaviour; and this they believed might make it easier for them to quit.
- Some were attracted by the fact the program would provide help to cope with withdrawal.
- Some thought this program in itself might be a good support program for their efforts, i.e., they saw it as a good way of monitoring themselves and their progress.
- Some liked the fact that it was interactive:
 - It seems like a simple way to enter information and maintain an up-to-date record of progress.
 - The program not only identifies an individual's problem areas, but also 'talks' to the individual (e.g., brainstorming) and follows through with individual recommendations (e.g., coping with withdrawal).

The majority who said they were not interested in this program said they did not need it:

- Many felt they know their 'triggers'; thus they did not see any value to this aspect of the program.
- Many also believed they have a 'chemical' dependence on cigarettes. Thus, quitting is not about self-awareness or a matter of knowledge, but rather about dealing with a physical addiction.
- Many felt that willpower is what they will require to quit rather than any resource (other than nicotine replacement products).
- Many, and particularly students, also felt the online program required too much time and commitment.

REACTION TO ON THE ROAD TO QUITTING

The majority of participants rated the booklet as *useful* both based on their first impression and after review of its content.

Those who found the content of the publication useful did so for the following reasons:

- The publication was perceived to be a comprehensive guide that:
 - Takes an enormous task like quitting and breaks it down into a logical process
 - Successfully provides information to a broad audience, i.e., everybody can see a bit of themselves and their personal situations addressed here (despite the visuals), so quitting plans and methods can be tailored to the individual

- Provides information on a wide array of methods and tools to help quit and to be able to stay away from cigarettes, and these suggestions were seen to be practical and manageable for most people.
- Many appreciated the tone and approach of the publication:
 - It is a hopeful, very positive approach
 - It is honest, i.e., it does not make quitting seem easy
 - It seems to be informal and personal, not heavy-handed
- Many liked the fact that the publication addresses not only the health benefits of quitting but other often overlooked aspects of smoking (e.g., societal and financial factors).
- The *Did you know/Remember* sections were highlighted as often containing interesting and new information for readers. The short bullet format used in most of these sections was also liked, making it easy to read and understand the information at a glance.

The main reasons given by those who judged the booklet as not being useful were:

- Does not contain any new information or doesn't go into enough detail
- Meant for a different target group judging by the activities and people on the cover and throughout the publication; *"...I need to be 'scared' into quitting, and phony, 'happy smiling' people won't do it for me."*
- Don't need this type of material; *"I'm addicted and only willpower and nicotine replacement products will help me quit."*

The following summarizes the main issues or criticisms of the content of the publication:

- Statements about non-health related benefits of quitting were controversial in the groups. Some accepted these at face value and felt they were useful. Others objected to these types of points, particularly to items such as the social unacceptability of smoking. Such statements angered these participants and were judged irrelevant to this particular booklet (i.e., *"If I've picked it up I'm already thinking about quitting, you don't have to convince me."*)
- While quite a few found the information on withdrawal throughout the publication quite encouraging, others criticized it:
 - The information seemed to be overly focused on the physical side of withdrawal, with not enough attention being paid to the psychological effects.
 - The credibility of some of the information was questionable based on their own experiences.
 - Some of the suggestions for dealing with withdrawal seemed neither practical nor reasonable. The area that came under fire by many was advice about using 'avoidance' as a technique in general, and specifically avoiding people and situations as part of the quitting process.

Most participants were positive about many aspects of how the information is presented:

- Looks well-organized, easy to follow
The notable exception to this was how the information related to withdrawal was presented. Many suggested that information on how to deal with withdrawal and cravings should be all in one place rather than dispersed throughout the publication.
- Simple layout makes it look easy to read; looks short and to the point:
 - Point form format, short paragraphs
 - Large bold titles let the reader know what will be covered on page

Overall, while there were criticisms of the content of the publication and certainly improvements can be made, the main problems and areas that would need to be addressed are related to:

-- The visuals/photos and the cover

Many participants did not like the choice of photos, describing these as, for example, phony, corny, old-fashioned, or 'not real people'.

Based simply on the cover of the publication, it is our impression that quite a few participants would not pick up the booklet under normal circumstances, regardless of how they rated the publication on perceived usefulness. This is primarily a result of negative reaction to the photos and because there is nothing perceived to be particularly attention grabbing about the cover.

-- The length of the publication, particularly among younger people (students and those 18-24).

APPROPRIATE CESSATION MESSAGES

It is important to note that participants were not shown any cessation messages per se to react to and comment on. Rather, these suggestions for appropriate messages are derived from a combination of the general discussions in the focus group about quitting and resources and also from participants' observations about the content of the *On the Road to Quitting* booklet.

There are six cessation messages identified. Three of the suggested cessation messages deal with the inherent benefits of quitting and the others are messages that reassure individuals they can successfully quit.

Benefits of Quitting

➤ ***The health benefits of quitting occur for all types of smokers, men and women, young and old***

-- The focus of this suggested cessation message is on health benefits.

-- This message:

- a) directly addresses the main reason given by the majority for trying to quit smoking
- b) tells smokers that whatever their health problem or concern may be, each person will see some change for the better

➤ ***Health improvements start to occur soon after you quit smoking***

-- The focus of this suggested cessation message is on how quickly one can enjoy the health benefits of not smoking.

-- This message:

- a) directly addresses the belief that recovery from smoking either takes a long time or the damage done is irreversible
- b) is new information for many
- c) is perceived to be motivating, encouraging and offering hope to all who want to quit smoking
- d) uses a positive rather than negative approach, i.e., illustrates the positive benefits of quitting rather than 'preaching' to people what will happen to them if they don't stop smoking.

➤ ***There are other real benefits to quitting, not just health-related benefits***

-- This suggested cessation message addresses the two main non-health related concerns that were identified as the downsides of smoking; these were the cost of smoking and the impact of smoking on others.

-- The statement "A pack-a-day smoker can spend more than \$2,500 a year on cigarettes" is a strong support point for this overall message, presenting an important and believable economic argument in support of quitting, especially among those with lower disposable incomes (18-24 year-olds and students).

- Messaging on the social benefits of not smoking were reacted to positively particularly by those being pressured by others to quit smoking. However, it is important to use a messaging approach that focuses on the benefits to others rather than being critical of the smoker.

How to Successfully Quit

➤ ***There are simple ways to help each individual deal with their nicotine addiction***

- This suggested cessation message addresses the belief that because of their physical and psychological dependence on cigarettes, they will not be able to successfully quit.
- This message supported by specific coping methods (for example, the four “Ds”):
 - a) provides concrete examples of what individuals can do to deal with both aspects of their addiction
 - b) present ideas that are simple, practical for anyone to use
 - c) conveys the impression that quitting will not be as difficult as one might have thought

➤ ***You can quit successfully by taking a series of small steps***

- This suggested cessation message addresses the belief that quitting smoking requires a major effort on which all their attention needs to be focused if the quitting attempt is to be successful.
- This message supported by statements like “Changing just one or two of your smoking routines can give you the control and motivation to change for good”, conveys the idea that quitting smoking can be a manageable part of everyday life, when it is approached as a step-by-step process.

➤ ***There are many ways to quit; choose what will work best for you***

- This suggested cessation message informs people that there are a variety of quitting tactics that can work.
- This overall message supported by describing different quitting strategies tells people that different methods will work for different people and there is no one right way to succeed at quitting smoking.

SOMMAIRE DES RÉSULTATS

OBJECTIFS

Le programme de la lutte au tabagisme de Santé Canada a déterminé qu'il y avait un besoin pour un programme auto-administré de cessation du tabagisme destiné aux jeunes adultes (âgés de 18 à 34 ans). Une série de discussions de groupes a été réalisée afin d'aider Santé Canada à développer un nouvel outil de cessation centré sur les besoins et les préférences propres aux jeunes adultes qui fument. Les objectifs spécifiques de cette étude consistent :

- à mieux comprendre les raisons et motifs des jeunes adultes lorsqu'ils décident de cesser de fumer
- à déterminer les raisons de leurs succès et de leurs échecs lorsqu'ils tentent d'arrêter de fumer
- à identifier les meilleures méthodes pour rejoindre les jeunes adultes et leur communiquer les messages et outils pour les aider à cesser de fumer
- à tester la pertinence et l'utilité de la publication intitulée « Sur la voie de la réussite » pour cette catégorie d'âge et à identifier les modifications à y apporter afin qu'elle rencontre les besoins de la clientèle cible de 18 à 34 ans qui désire obtenir de l'aide pour cesser de fumer
- à identifier les messages les plus appropriés pour ce groupe cible de façon générale comme pour certains sous-groupes, de façon plus spécifique.

MÉTHODOLOGIE

Douze discussion de groupe d'une durée de deux heures et demie ont été réalisées avec des fumeurs de 18 à 34 ans entre le 12 et le 25 août 2004.

	Total	Toronto (A.)	Kitchener (A.)	Montreal (F.)	Halifax (A.)	Calgary (A.)
Étudiants de niveau post-secondaire	3	—	1	1	1	—
Parents/couples qui songent à avoir un enfant	3	1	—	1	—	1
Autres fumeurs 18-24	3	1	—	1	—	1
Autres fumeurs 25-34	3	1	1	—	1	—
Total	12	3	2	3	2	2

Le processus était le suivant dans tous les groupes (à l'exception du premier groupe composé d'autres fumeurs de 25 à 34 ans à Toronto):

- avant le début de la discussion, les participants ont complété un court questionnaire sur leurs comportements lorsqu'ils ont tenté de cesser de fumer. Certaines de ces questions ont été abordées au début de chaque discussion de groupe
- on a également demandé aux participants quelles étaient leurs réactions face au concept d'un programme de cessation interactif sur Internet
- chaque participant a également parcouru le livret intitulé « Sur la voie de la réussite » et l'a commenté

COMPORTEMENTS DE CESSATION DU TABAGISME ET RESSOURCES DISPONIBLES

Raisons et motifs pour arrêter de fumer

La raison principale, et de loin, invoquée pour tenter d'arrêter de fumer a trait à la santé, qu'il s'agisse de problèmes spécifiques actuels ou de problèmes de santé qu'ils anticipent à l'avenir.

Le coût des cigarettes est le motif invoqué le plus souvent en deuxième lieu.

Certains disent aussi que des raisons familiales jouent un rôle dans leur décision d'arrêter de fumer, entre autres la crainte d'exposer les membres de la famille ou les enfants à de la fumée secondaire ou de donner le mauvais exemple aux enfants en fumant.

D'autres personnes peuvent aussi jouer un rôle dans la prise de décision d'arrêter de fumer – environ la moitié des participants disent qu'ils sont influencés par d'autres personnes lorsqu'ils décident de cesser de fumer. Les pressions sont généralement exercées par des amis proches ou des membres de la famille. Les parents et les étudiants étaient plus portés à mentionner l'implication d'autres personnes :

- Pour les parents, les enfants jouent un rôle significatif, de même que leur conjoint.
- Pour les étudiants, la pression qu'exerce le copin/la copine joue un rôle majeur.

La plupart des parents ont indiqué qu'ils ont diminué le nombre de cigarettes qu'ils fument depuis la naissance de leurs enfants. Néanmoins, pour la plupart d'entre eux, il s'agit d'un changement d'endroits où ils fument (pas devant leurs enfants) plutôt que d'un effort concerté pour diminuer leur consommation.

Motifs de réussites et d'échecs des tentatives de cesser de fumer

Moins de la moitié des répondants qui ont tenté de cesser de fumer ou qui planifient de le faire disent qu'ils ont une approche ou un plan à suivre pour y arriver. Les parents et les fumeurs plus âgés (25-34 ans) étaient plus portés à dire qu'ils avaient un plan que les étudiants et les fumeurs plus jeunes.

Plusieurs raisons sont invoquées pour expliquer l'échec des tentatives précédentes:

- un événement stressant ou un changement dans la vie personnelle
- l'aspect socialisation relié au fait de fumer ainsi que l'influence des autres membres du cercle social qui sont fumeurs
- l'incapacité de transiger avec les besoins physiques ou les effets psychologiques reliés au fait de cesser de fumer.

Ressources disponibles

Notoriété des ressources disponibles

La plupart des participants pensent qu'il y a beaucoup d'information disponible sur la cessation du tabagisme. Les principales sources d'informations auxquelles les participants disent qu'ils auraient recours en premier lieu sont :

- les médecins
- les CLSC/hôpitaux
- Info-Santé (à Montréal seulement)
- les pharmacies
- Internet (certains citent le site de Santé Canada ou un autre site gouvernemental mais la plupart utiliseraient un moteur de recherche pour trouver l'information pertinente plutôt que de visiter un site spécifique)

La plupart des participants disent ne pas connaître de ressources disponibles pour les aider au travail où dans leur milieu académique. Dans les deux cas, il ne s'agit pas spontanément pour eux d'endroits qu'ils associent à la disponibilité de ressources qui pourraient les aider dans leur processus de cessation du tabagisme.

Volonté d'avoir recours à des ressources et méthodes privilégiées

Un peu moins de la moitié des participants et plus particulièrement les gens de 18 à 24 ans, disent qu'ils n'ont pas utilisé ou qu'ils ne prévoient pas utiliser d'outils, de ressources ou de thérapies pour les aider à cesser de fumer.

Parmi les autres méthodes citées pour aider à cesser de fumer, ce sont les produits substituts de nicotine qui aident à gérer les besoins physiques qui sont le plus souvent mentionnées. On ne compte que peu de gens qui aient ou anticipent utiliser de la documentation écrite, auditive ou visuelle ou qui pensent se servir d'Internet.

REJOINDRE LES JEUNES ADULTES: RÉACTIONS AU CONCEPT D'UN SITE INTERACTIF OFFRANT UN PROGRAMME DE CESSATION DU TABAGISME

La plupart des étudiants qui ont participé à l'étude n'étaient pas intéressés au concept de site interactif offrant un programme de cessation du tabagisme. Les autres groupes ciblés se répartissent également entre ceux qui étaient intéressés et ceux qui ne l'étaient pas.

Les principaux motifs d'intérêt envers ce programme étaient les suivants:

- Plusieurs pensaient que ça les aiderait à comprendre leurs comportements de consommation ce qui, à leur avis, pourrait les aider à cesser de fumer plus facilement.
- Certains étaient attirés par le fait que le programme leur procurerait de l'aide pour faire face au sevrage.
- Certains pensaient que le fait d'avoir un programme en tant que tel servirait de support à leurs efforts c'est-à-dire qu'ils l'envisageaient comme un bon moyen de se contrôler et de suivre leurs progrès.
- Certains ont apprécié le fait que ce soit interactif:
 - Ça semble être un moyen facile d'inscrire l'information et de mettre à jour ses progrès
 - Le programme ne se contente pas d'identifier les zones problématiques pour chaque personne, il lui parle aussi (ex. remue-méninges) et fournit des recommandations par la suite (ex. comment composer avec le sentiment de manque).

La majorité qui n'est pas intéressée à ce programme dit qu'elle n'en a pas besoin:

- Plusieurs estiment qu'ils connaissent leurs "déclencheurs" et ne voient donc aucun intérêt dans cet aspect du programme.
- Plusieurs estiment aussi qu'ils ont développé une dépendance "chimique" à la cigarette. De ce point de vue, la cessation n'est pas reliée à la connaissance de soi-même ou à un facteur relié au savoir mais dépend plutôt de la façon dont on réagit à une dépendance physique.
- Plusieurs estiment qu'ils auront besoin de volonté personnelle pour arrêter de fumer plutôt que d'avoir recours à quelque ressource que ce soit (autre que des produits substituts de nicotine).
- Plusieurs, et plus particulièrement les étudiants, pensent que ces programmes sur Internet exigent trop de temps et d'engagement.

RÉACTIONS FACE À « SUR LA VOIE DE LA RÉUSSITE »

La majorité des participants estime que ce livret serait utile, tant en se basant sur leur première impression qu'après en avoir parcouru le contenu.

Ceux qui trouvent le contenu utile expliquent ainsi leurs motifs:

- Le livret représente un guide compréhensible qui:
 - Prend une tâche énorme comme la cessation du tabagisme et la dissèque en un processus logique.
 - Réussit à donner de l'information à un large auditoire c'est-à-dire que chacun peut s'y retrouver et reconnaître qu'on parle de sa situation personnelle (malgré les illustrations) de telle sorte que les plans et méthodes proposés puissent être adaptés à chaque individu.
 - Fournit de l'information sur un large éventail de méthodes et d'outils pour aider à cesser de fumer et à rester loin des cigarettes et ces suggestions sont perçues comme pratiques et réalisables pour la plupart des gens.
- Plusieurs apprécient le ton et l'approche de la publication:
 - C'est une approche positive qui offre de l'espoir.
 - C'est honnête, ça ne donne pas l'illusion que ce sera facile d'arrêter de fumer.
 - C'est informel et personnel, ce n'est pas maladroit.
- Plusieurs apprécient le fait que le livret ne se limite pas aux bénéfices pour la santé mais qu'il présente également des aspects souvent laissés pour compte (par exemple les facteurs sociétal et financier).
- Les sections « Saviez-vous que.../Rappelez-vous... » sont soulignées parce qu'elles comportent souvent des informations intéressantes ou nouvelles aux lecteurs. L'emploi d'un format télégraphique (par points) qui se retrouve dans le plupart de ces sections est aussi apprécié parce qu'il facilite la lecture et permet de comprendre l'information en un seul coup d'œil.

Les raisons invoquées par ceux qui trouvent que le livret n'est pas utile sont les suivantes:

- Ne contient pas de nouvelles informations ou n'est pas suffisamment détaillé
- Est destiné à un autre groupe cible si l'on se fie aux activités et aux personnes présentées sur la page couverture et tout au long de la publication.... « *On doit me faire peur pour que je songe à arrêter, des visages joyeux et souriants ne réussissent pas à me convaincre.* »
- Je n'ai pas besoin de ce genre de document: « *J'ai une dépendance et il n'y a que ma volonté et les produits substitués de nicotine qui peuvent m'aider à cesser de fumer.* »

Voici un résumé des principales problématiques ou critiques formulées à l'endroit de cette publication :

- Les énoncés traitant de bénéfices qui ne sont pas reliés à la santé ont fait l'objet de controverses dans les groupes. Certains les acceptent tels quels et les trouvent utiles tandis que d'autres s'y objectent, particulièrement lorsqu'il s'agit du fait que fumer est socialement inacceptable. Ce type d'énoncé a mis les participants en colère et ils les ont jugés non-pertinents dans le contexte de ce livret (ex. « *Si j'ai pris le livret, c'est que je pense cesser de fumer, vous n'avez donc pas à m'en convaincre* »).
- Bien que plusieurs aient trouvé l'information sur la cessation encourageante tout au long du livret, d'autres l'ont critiquée ainsi :
 - L'information semble trop centrée sur l'aspect physique de la cessation au détriment des effets psychologiques.
 - Certains ont mis en doute la crédibilité de certains renseignements en se basant sur leur propre expérience.

- Certaines suggestions faites pour aider à traiter le phénomène de manque ne semblent ni pratiques ni raisonnables. L'aspect qui a été vivement critiqué a trait à l'emploi de la technique de l'évitement de façon générale et, plus spécifiquement, le fait d'éviter certaines personnes ou situations comme faisant partie de processus de cessation.

Beaucoup de participants étaient positifs à propos de plusieurs aspects relatifs à la façon de présenter l'information:

- Elle a l'air bien organisée, facile à suivre. L'exception remarquée à ce propos touche la façon dont l'information relative au sevrage était présentée. Plusieurs suggèrent que l'information sur la façon de se comporter et de gérer les manques physiques devrait toute se trouver au même endroit plutôt que d'être dispersée à travers la publication.
- La simplicité de la disposition rend le livret facile à lire; il a l'air court et direct au but :
 - Le format télégraphique, les paragraphes courts
 - Les gros titres permettent au lecteur de connaître les sujets abordés à chaque page.

Globalement, bien qu'il y ait eu des critiques au sujet du contenu de la publication et, certainement, qu'on puisse y apporter des améliorations, le problème principal et les sujets qui doivent être résolus ont trait :

- Aux illustrations/photos de la page couverture
Plusieurs participants n'ont pas aimé le choix de photographies et les ont décrites, par exemple, comme fausses, bébêtes, vieux jeu et ne présentant pas de vraies personnes.
En se basant strictement sur la page couverture, nous avons l'impression qu'un bon nombre de participants n'auraient pas pris le livret dans un contexte normal, quelle que soit l'évaluation qu'ils aient faite de son utilité pas la suite. Ceci résulte principalement d'une réaction négative face aux photographies et parce que rien ne ressort particulièrement pour attirer l'attention vers cette page couverture.
- À la longueur (nombre de pages) de la publication, particulièrement pour les jeunes (étudiants et personnes de 18 à 24 ans).

MESSAGES APPROPRIÉS POUR LA CESSATION DU TABAGISME APPROPRIÉS

Il est important de souligner que nous n'avons pas montré de messages de cessation en tant que tels aux participants afin qu'ils puissent y réagir et émettre des commentaires. Les suggestions formulées au sujet des messages appropriés découlent plutôt d'une combinaison de commentaires généraux émis tout au long de la discussion traitant du fait d'arrêter de fumer et des ressources disponibles à cet effet ainsi que d'observations faites par les participants au sujet du contenu de « Sur la voie de la réussite ».

Six messages sur la cessation du tabagisme ont été identifiés. Trois d'entre eux traitent des bénéfices inhérents au fait de cesser de fumer tandis que les autres tentent de rassurer les gens sur leur capacité de réussir à cesser de fumer.

Bénéfices de cesser de fumer

- ***Les avantages de cesser de fumer pour la santé sont les mêmes pour tous les genres de fumeurs, hommes ou femmes, jeunes ou moins jeunes***
 - Ce message est centré sur les bénéfices pour la santé.
 - Ce message:
 - a) reprend la principale raison invoquée par la majorité des participants pour vouloir arrêter de fumer
 - b) dit aux fumeurs que, quelque soit le problème de santé ou les craintes qu'ils peuvent avoir, chaque personne ressentira une amélioration.

➤ **Les personnes qui cessent de fumer commencent immédiatement à sentir une amélioration de leur santé**

- Ce message est centré sur la rapidité avec laquelle on peut commencer à profiter des avantages pour la santé de cesser de fumer.
- Ce message:
 - a) répond directement à la conviction que le rétablissement de la santé est un long processus ou que les dommages sont irréversibles
 - b) constitue de l'information nouvelle pour beaucoup
 - c) est perçu comme motivant, encourageant et offrant de l'espoir à tous ceux qui veulent arrêter de fumer
 - d) utilise une approche positive plutôt que négative, par exemple, elle illustre les bénéfices positifs de cesser de fumer au lieu de « prêcher » et de dire aux gens ce qui va leur arriver s'ils ne cessent pas de fumer.

➤ **Il y a d'autres avantages réels à cesser de fumer, en plus des avantages reliés à la santé**

- Ceci suggère que le message touche les deux principales considérations, qui ne sont pas reliées à la santé, identifiées comme inconvénients au fait de fumer : il s'agit du coût des cigarettes et de l'impact de la fumée sur les autres.
- L'énoncé "la personne qui fume un paquet par jour peut dépenser plus de 2 500,00\$ par année en cigarettes" renforce ce message global en utilisant un argument économique important et crédible pour supporter le fait de cesser de fumer, spécialement auprès des gens à faible revenu (18 à 24 ans et étudiants).
- Les messages traitant des bénéfices sociaux reliés au fait de ne pas fumer reçoivent un accueil positif, particulièrement de la part de ceux qui subissent les pressions de leur entourage pour cesser de fumer. Il est cependant important d'utiliser une approche de communication centrée sur les bénéfices pour autrui plutôt que de critiquer les fumeurs eux-mêmes.

Comment réussir à cesser de fumer

➤ **Il y a des moyens simples pour aider chaque personne à faire face à sa dépendance à la nicotine**

- Ce message traite de la croyance que les gens ne seront pas capables de réussir à cesser de fumer à cause de leur dépendance physique et psychologique aux cigarettes
- Ce message, renforcé par des exemples spécifiques de méthodes pour cesser de fumer (telles les 4 « D ») :
 - a) fournit des exemples concrets de ce que les gens peuvent faire pour contrer ces deux aspects de leur dépendance
 - b) présente des idées simples et pratiques à mettre en application partout
 - c) donne l'impression que cesser de fumer ne sera pas aussi difficile qu'on pourrait le craindre.

➤ **Vous pouvez réussir à cesser de fumer en mettant en pratique une série de petites étapes**

- Ce message confronte la conviction que cesser de fumer requiert un effort majeur auquel on doit consacrer toute son attention pour réussir.
- Ce message supporte des énoncés tels « changer seulement une ou deux de vos habitudes de consommation peut vous rendre le contrôle et vous motiver à changer réellement ». Il transmet l'idée que cesser de fumer peut se gérer de façon quotidienne lorsqu'on l'envisage un pas à la fois.

➤ **Il y a plusieurs méthodes pour cesser de fumer: choisissez celle qui aura les meilleurs résultats pour vous**

- Ceci suggère que les messages de cessation du tabagisme informent les gens qu'il y a plusieurs tactiques qui peuvent s'avérer efficaces pour cesser de fumer.

- Ce message global, étayé de différentes stratégies, communique l'idée que des méthodes différentes seront efficaces pour différentes personnes et qu'il n'y a pas qu'une seule bonne façon pour réussir à cesser de fumer

DETAILED FINDINGS

QUITTING BEHAVIOUR AND RESOURCES

Prior to the start of each focus group, participants completed a questionnaire related to their past smoking quitting behaviour and their intentions in the next 6 months related to quitting. The tabular results from the questionnaires have been included in Appendix 2. Note: The results are not statistically projectable nor can statistical significance be assessed.

The following summarizes the results from those questionnaires and the associated group discussions. Note: The findings are the same for all sub-groups unless we have identified groups that showed a different pattern in their responses.

PAST QUITTING BEHAVIOUR

Number of Past Quit Attempts

The majority of respondents said they had tried to quit smoking at least once in the past, and most had tried to quit on two or more occasions.

Main Reasons Tried to Quit in the Past

By far, the main reason given for having tried to quit in the past relates to concerns about health:

- Some respondents referred to specific health problems they have (e.g., asthma, bronchitis, chronic cough, lung infections, etc.).
- Others described their health problems as shortness of breath, having less energy, or impairing their sports training or physical activities (walking, going up and down stairs, running after their children, doing everyday chores, etc.)
- Others talked about potential health problems, i.e., fear of cancer or future health problems as a result of their smoking habits.

The cost of cigarettes was the second most common reason given for having attempted to quit smoking.

Whether Anyone Played a Role in Convincing you to Stop Smoking in the Past

Note: In the questionnaire the two questions respondents answered were:

In the past, did anyone or anything play a role in convincing you to stop smoking?

If yes, please write in below *who* or *what* played a role in convincing you to stop smoking and the reasons *why*.

There were two main types of responses to these questions:

- 1) In most instances, respondents simply wrote in the individual who tried to influence them, without offering an explanation, i.e., answering the *why* question
- 2) In some cases, they repeated or elaborated on the reason they had given previously for trying to quit smoking in the past, i.e., they chose to respond to the *what* played a role rather than *who*.

Therefore, we report only on the types of individuals who played a role.

More than half of the respondents said they were influenced to quit in the past by someone. More parents and students mentioned the involvement of others than did 'other smokers' in general (other than those who were also parents).

- For parents, their children seemed to play a significant role, as did their spouses/partners.
- For students, pressure from girlfriends/boyfriends played major roles.

Notably, only 1 respondent mentioned a medical professional as having played a role, while two referenced anti-smoking ads as an influencer.

In the group discussions, participants who were parents or planning a family were asked the following question:

Has starting a family changed the way you think about smoking or changed your smoking behaviour?

Most indicated that their behaviour has changed but mostly in relation to where they smoke. For example, some indicated they do not smoke in front of their children (i.e., they smoke only where the child cannot observe the smoking or they do not smoke in the house). This indirectly rather than out of choice reduces the number of cigarettes they might smoke on any given day.

Others indicated that since the birth of their children they have made a conscious effort to cut down on the number of cigarettes they have.

Approach/Plan for How to Quit/Stay Away from Cigarettes

Just under half the respondents said they had an approach or plan for how to quit smoking. Notably, parents and older smokers (25-34) were more likely than students or younger smokers to say they had a plan.

For most respondents, the plan focused primarily on dealing with their anticipated nicotine cravings rather than on lifestyle changes. A few respondents did however prepare themselves for quitting by cutting down, by starting an exercise routine, or by seeking out information about the quitting process.

With regard to the various quitting aids, therapies and sources of information listed in the questionnaire, just under half of respondents said they had not made use of any of these resources. This was particularly the case among the 18-24 age group.

The following patterns emerged among those who said they had used some resources:

- The patch and nicotine replacement gum were the most frequently used quitting aids. Note that while some respondents said they sought advice from a health professional, more often than not this was related to getting a prescription for one of the nicotine replacement products or some other prescription medication, e.g., Zyban.
- Only about one in five past quitters indicated having used either *books, manuals, pamphlets* (the majority of these respondents) or *audiotapes, videotapes, CDs, DVDs* (2 respondents), and only 2 mentioned going online to the Health Canada website. Both these participants cited the cigarette package insert as their source of information about the existence of the *gosmokefree.ca* website.
- There were negligible mentions of each of the following types of pre-listed resources, although these came up only among the 18-24 age group:
 - A support group
 - A smoker's helpline
 - Acupuncture

No one mentioned one-on-one counseling with a therapist.

When participants were asked to indicate what other quitting aids, therapies or sources of information they had used in their quit attempt(s), the most frequently noted were using will power, going cold turkey or chewing plain gum. The following approaches were each mentioned by one or two respondents:

Students	Parents	Other Smokers 18-24	Other Smokers 25-34
Drinking coffee/lemon water	Hypnosis	Telling everyone for support	Eating raw vegetables/ change diet
Cutting back on amount smoked	Life signs system	Family and friends	Keeping myself busy/ exercise
Information in cigarette packs	Staying away from other smokers		Keeping a picture of rotten lungs in front of me
			Anti-smoking ads
			Association therapy
			Laser treatments
			Banking cigarette money

Length of Most Successful Quit Attempt

There was quite a large variance in the timeframes reported for successfully quitting:

- 4 in 10 who had tried to quit in the past reported their most successful quit attempt had lasted a month or less.
- About 3 in 10 respondents said they successfully quit for 6 or more months, with the majority giving timeframes of 1 year or more.

Main Reasons Started Smoking Again

There were a number of types of reasons given for starting to smoke again, shown below in order of mentions:

- A stressful event or change in one's personal life
- The camaraderie and social aspect of smoking, as well as the influence of others in one's social circle who are also smokers
- Not being able to deal with the physical cravings or psychological effects of quitting

Notably, only 2 respondents mentioned weight gain per se as a reason for starting to smoke again.

FUTURE QUITTING INTENT

Main Reasons for Seriously Considering Quitting in the Next 6 Months

The majority of respondents said they had given serious thoughts to quitting in the next 6 months or so. (Note: This is consistent with the target set in the recruiting for each group, i.e., 60% planning to quit in next 6 months.)

The main reasons given for considering quitting smoking are the same as those given for having tried to quit in the past. Most often, respondents noted some concern related to health problems:

- As before, some respondents referred to specific health problems they have (e.g., asthma, bronchitis, chronic cough, lung infections, etc.) as the reason for their desire to quit.

- Others said they wanted to quit just to feel better, i.e., they described their health problems not as a particular health problem but as a general malaise (e.g., shortness of breath, having less energy, etc.) or impairing their daily routines and responsibilities
- Others talked about potential health concerns, i.e., fear of cancer or future health problems if they don't stop smoking
- Some planned to have children and had pregnancy-related health concerns

The cost of cigarettes was the second most common reason given for planning to quit smoking in the next 6 months.

Family considerations also played a role for some, in the form of concern over exposing family members/children to second hand smoke or setting a bad example for children by smoking.

Main Reasons for Seriously Considering Quitting in the Next 6 Months

Participants who were not seriously considering quitting in the next 6 months or so were asked two questions:

- Why are you not considering quitting smoking in the next 6 months or so?
- What would motivate you to quit?

The following types of reasons were given for not planning to quit, in order of number of mentions:

- Smoking is not something currently concerned about; only an occasional/light smoker
- Concern about not being able to successfully quit. For example:
 - Don't know how to do it/haven't been successful in the past
 - Don't know if I have enough motivation to change my lifestyle
 - Others who have tried it have been unsuccessful
 - *I'm addicted*
- *I enjoy smoking*
- Going through stressful times, so not an appropriate time to think about quitting
- Being surrounded by other smokers makes it difficult to quit

The following types of reasons were given most often as potential motivators to quit. Again, these are shown in order of number of mentions:

- If developed some health-related issue or if I started noticing the effects of smoking on my health
- If cost of cigarettes keeps increasing
- If planning to get pregnant or have more children

Whether Anyone Played a Role in Convincing You to Stop Smoking in the Next 6 Months

Just under half of the respondents said they were being influenced by someone to quit in the next 6 months or so.

No one spontaneously mentioned a medical professional as playing a role in their decision to quit.

An Approach/Plan for How to Quit/Stay Away from Cigarettes

There is very little difference between what respondents said they would do in the future and what they had done in the past:

- Just under half said they had an approach or plan for how to successfully quit smoking. Again, parents and older smokers (25-34) were more likely than students or younger smokers to say they have a plan.
- For most, the plan focused primarily on dealing with their anticipated nicotine cravings rather than on making lifestyle changes.

Among those intending to quit in the next 6 months or so, there appears to be a recognition that some sort of help maybe required. About 7 in 10 who plan to quit say they intend to use one or more of the pre-listed quitting aids, therapies or sources of information (compared to about 5 in 10 who actually did so in the past). Parents and older smokers were more likely to say they will use one or more of these aids than were students and younger smokers.

The following summarizes the resources respondents said they plan to use:

- Nicotine replacement products were again mentioned most frequently as the aid people plan to use. Note: Again, some referred to seeking advice from a health professional. We suspect that this is again more related to advice on or prescription for a nicotine replacement product rather than for advice per se.
- About 2 in 10 who plan to quit indicated they would use support materials: *books, manuals, pamphlets* (the majority) or *audiotapes, videotapes, CDs, DVDs* (2 respondents), and about 1 in 10 mentioned *online resources*.
- More mentioned planning to use the following types of resources than had actually done so in past quit attempts:
 - Acupuncture
 - A smoker's helpline
- There continued to be very few mentions of either a support group or one-on-one counseling with a therapist.

When participants were asked to indicate what other quitting aids, therapies or sources of information they planned to use in their future quit attempt(s), the most frequently mentioned was will power. The following approaches were each mentioned by one or two respondents:

Students	Parents	Other Smokers 18-24	Other Smokers 25-34
<i>Drinking coffee/lemon water</i>	<i>Hypnosis</i>	<i>Staying away from other smokers/smoking places</i>	<i>Cutting back on amount smoked</i>
<i>Cutting back on amount smoked</i>		<i>Support from family and friends</i>	<i>Support from family and friends</i>
<i>Staying away from other smokers/smoking places</i>		<i>Not buy cigarettes</i>	<i>Hypnosis</i>
			<i>Association therapy</i>
			<i>Keep busy</i>
			<i>Use smoke away product</i>
			<i>Bank cigarette money</i>
			<i>Use herbal medicine</i>

AWARENESS OF INFORMATION OR PROGRAMS TO HELP SMOKERS QUIT

Overview

In general, most participants believe there is a lot of information available about quitting smoking, including possibly programs.

The most frequently mentioned sources of information participants said they would check first were:

- Doctors
- CLSCs/hospitals
- Info-Santé (in Montréal only)
- Pharmacies
- Online

Some participants also mentioned friends/relatives who have successfully quit and inserts in cigarette packages as sources of information.

Notably, only 2 participants referenced the workplace as a source of information and none of the students referred to their campus as a place they would look for information.

With regard to going to the Web, in each group at least one person mentioned accessing either Health Canada or a government web site (either federal or provincial) as the place they would look first for information about quitting smoking. However, quite a few said they would use a search engine to find pertinent information rather than go to a particular site. There were a few reasons for this:

- Some were not aware of any specific sites and their fallback would be a broad search based on subject matter/key words (e.g., quitting smoking, stop smoking, lung cancer, etc.)
- Others preferred to download information from more than one source to get both the most up-to-date information and a variety of views on how to quit smoking

Some participants said they would prefer to get information from the Web rather than their doctors:

- The Web is anonymous in comparison with receiving a lecture from one's doctor on the subject.
- The Web may have more up-to-date information than a physician has.
- The Web has a variety of information and views on how best to quit smoking, leaving it up to the individual to decide what might work better for them. By comparison, a doctor may offer a narrower range of options.

Importantly though, there were some participants who indicated that they would not go online to get this type of information:

- A sizeable number of participants in the Montreal sessions said they dislike the Web. They would prefer to pick up a pamphlet or brochure rather than 'hunting' for information on the Internet. These individuals would prefer using a 1-800 telephone number to get the information.

This was also the case for a few participants in the English language sessions, i.e., they did not want to spend their time 'sorting' information on the Web to determine what might or might not apply to their situation.

- Some prefer to deal with their doctors because these doctors know them, their conditions, etc., and they rely on their doctors for guidance.
- On a more practical level, some do not have convenient access to a computer or to an internet connection. A few also said they were not computer literate or Internet savvy.

Awareness/Attitudes towards Resources to Help Quit Smoking

In the Workplace

Those employed outside the home were asked if they were aware of any resources available at their workplace to help quit smoking and whether or not it would be useful to have these types of resources available at their place of work.

For some participants, these questions did not seem to apply, either because they were self-employed, worked in a small office (2-3 people) or for a small family-run business.

Among the remaining participants, most said they were not aware of specific resources being available where they work (particularly in Montreal). Some did recall seeing posters or pamphlets, but the impression they gave was that it was not top-of-mind as a place they associated with getting resources related to quitting smoking.

In response to the question about whether or not it would be useful to have these resources available at work, on balance most decided it would not be worthwhile:

- Most felt that when it came right down to it, quitting smoke was about willpower and not about external resources, or since it was an addiction only nicotine replacement products would work.
- Some who characterized themselves as either 'social' smokers only (i.e., when drinking or partying) or 'binge' smokers saw no value to this information in the workplace since it was not relevant to their smoking occasions.
- Some felt it would either not be supported in the workplace (co-workers all smoke) or impact the 'social connections' they've made with other co-workers who are smokers. They were also concerned about information of this sort impacting on the 'breaks' they are allowed at work, i.e., the only times for a break are if you smoke, otherwise you are perceived to be slacking off.
- A few felt that they are there to work and not to worry about dealing with their addiction to cigarettes.

The few who thought it would be useful cited examples of other companies of which they were aware where information and programs to quit smoking had been successfully implemented. A few also:

- Felt that given one spends 8 hours at work, quit smoking resources could be useful.
- Given the lack of support from co-workers, resources would help signal both the acceptability of trying to quit and in helping one during the quit attempt.
- Felt that posters or leaflets could be useful reminders.
- Believed that the most useful resources would be either one-on-one counseling (i.e., to help identify why one smokes and to identify options for quitting) or a support group (in English sessions only).

However, the English respondents also raised some questions about how one would take advantage of these resources. In other words, smoking doesn't directly affect work so when during the workday would you be able to make use of these resources. French-speaking participants felt it would be too time-consuming to get involved with a counselor.

On Campus

Most students said they were not aware of specific resources being available at their school, although a few recalled having seen some posters and pamphlets available at their school's health centre.

Students were split on the issue of the value of having quit smoking resources available on campus:

Those who thought it would be useful to have resources available at school rationalized that since they will be spending most of their time on campus, it would be the most logical place for them to easily access these resources.

Others felt there was little value in having resources on campus because:

- Quitting is about willpower and not external resources
- School is a place they associate with smoking and not with quitting
- There is too much peer pressure to smoke on campus, i.e., their perceptions are that most students and faculty are smokers
- Their schedule is already too full without adding on something else.

A few were unsure about the value and appropriateness of having these materials on campus, e.g., *'you're there to go to school, not to quit smoking.'* They thought it might be worthwhile to have posters or information *'in your face'* as a reminder. However, a number of others argued that these, like the images on cigarette packages, will lose their impact and be ignored.

Similar to those employed outside of the home, the resource of most interest to students was one-on-one counseling and support groups (in English sessions). However, they questioned how these types of services could be provided given the size of the student body. Notably, though, there were some very different points of view expressed about these resources:

- Some rejected these resources, identifying themselves as individuals who do not want to talk to others about their smoking habits and behaviour; they prefer to use more 'passive' resources (pamphlets, the Internet).
- Others felt that the interaction with a counselor and a support network would work better for them versus just reading.
- Francophones again stated that they would find it too time-consuming to spend time in one-on-one counseling sessions.

SUMMARY OF SUB-GROUP DIFFERENCES

The following summarizes the differences across the various sub-groups. Notably, there were more similarities than differences across the various groups.

Students

More students than 'other smokers' in general mentioned the involvement of others in convincing them to stop smoking in the past. Pressure from girlfriends/boyfriends played major roles. Note: There were no such differences evident in terms of future intent.

Fewer students said they had a plan/approach in the past or in the future about how to quit smoking and how to stay away from cigarettes. As well, this group is less likely to use any quitting aids, therapies or resources relying more on willpower and going cold turkey.

18-24 year-olds

Like the student group, this sub-group was less likely to have had a plan in the past or in the future for how to successfully quit. They are also less likely to make use of any resources to help in their quit attempt. However, they were the only group who mentioned having used any of the following resources: a smoker's helpline, a support group, acupuncture

Parents

More parents than 'other smokers' in general mentioned the involvement of others in convincing them to stop smoking in the past. Their children and spouses/partners seemed to play significant roles in this regard.

More parents said they had a plan/approach in the past or in the future about how to quit smoking and how to stay away from cigarettes. As well, this group is more likely to have used or plan to use quitting aids, therapies or resources.

25-34 year olds

More of the participants in this age said they had a plan/approach in the past or in the future about how to quit smoking and how to stay away from cigarettes. As well, this group is more likely to have used or plan to use quitting aids, therapies or resources in their quit attempt.

REACTION TO ONLINE INTERACTIVE QUIT SMOKING PROGRAM

Participants were given the description below of an online interactive quit smoking program. After reviewing it they were asked whether or not they would be interested in trying this type of program, and their reasons for interest or lack of interest.

ONLINE INTERACTIVE QUIT SMOKING PROGRAM

The proposed self-help program to help young adults quit smoking would be a 4 week, 4 step on-line program. Under each of the 4 steps, there would be 3-5 activities that the user goes through to create knowledge, build skills and practice quitting.

The user is first asked to fill out a profile about their own smoking. The profile will explore issues such as:

- ✓ the user's history of smoking
- ✓ smoking environments
- ✓ relationships, habits, beliefs, fears, etc.

The profile will then tailor information for the user based on how they answered the questions. At this point, the user has the option of registering for the on-line program.

The on-line program would last approximately 4 weeks, with the user returning to the on-line program 3-5 times per week (10-20 minutes per visit) to complete activities, including:

- ✓ tracking their smoking habits
- ✓ testing their knowledge
- ✓ brainstorming their smoking triggers and,
- ✓ getting help to cope with withdrawal.

Each time the user interacts with the program, any information they enter is stored in their profile, and can be accessed later on in the program.

One goal of this one-month program is to help the smoker understand their smoking habit, including why and where they smoke. Another goal is to help the smoker to begin building skills helpful for quitting smoking, and to help them practice cutting down and quitting smoking in preparation for their quit date.

Overall Interest in the Online Interactive Quit Smoking Program

The table below summarizes the interest in the online program described.

Note: *The results shown in the table are not statistically projectable nor can statistical significance be assessed; we show them only to illustrate the weight of opinion in our sample.*

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether or not interested in online program	(64) #	(17) #	18) #	(29) #	(17) #	(12)* #
<i>Yes, interested</i>	25	2	9	14	8	6
<i>No, not interested</i>	39	15	9	15	9	6

*Due to time constraints, concept was not covered in one of the focus groups with this target group.

Overall, most of the student participants were not interested in the online quit smoking program. The remaining target groups were about equally split between interested versus being not interested.

Reasons for Interest in Trying the Online Interactive Quit Smoking Program

Many saw this approach as helping them understand their smoking behaviour by providing them with a profile of the occasions they smoke, and they believed that understanding their overall smoking behaviour (i.e., the areas they have to concentrate on in their quit attempts) might make it easier for them to quit.

Some were attracted by the fact that the program would provide help to cope with withdrawal, including some who expected these would be techniques/suggestions that might be an alternative to medical aides (i.e., they were reluctant to use nicotine replacement products) or that might complement these nicotine replacement products.

Some thought this program in itself might be a good support program for their efforts, i.e., they saw it as a good way of monitoring themselves and their progress.

Some liked the fact that it was interactive:

- They felt that most people don't track themselves or if they do, it would require a great deal of commitment. In contrast, this approach seems like a simple way to enter information and maintain an up-to-date record of progress.
- The program not only identifies an individual's problem areas, but also 'talks' to the individual (e.g., brainstorming) and follows through with individual recommendations (e.g., coping with withdrawal).

A few others mentioned each of the following:

- They felt it was a good way to assess how committed they were to quitting, i.e., given the level of commitment required during the 4 week period.
- It was seen to be convenient:
 - Can be done at one's own pace
 - Can be done 'on your own time', i.e., when have the time or access to a computer.
- It is more intimate and anonymous than other quit methods:
 - Don't have to tell others about what you are doing, which eliminates 'preaching' from others or proving to others that one is seriously committed to quitting.
 - If one does not succeed, one does not have to justify this to others or be embarrassed/belittled by them for having failed.
- Using this program is about personal choice, i.e., no one is 'pushing' the individual to use the resource.

Reasons for Lack of Interest in Trying the Online Interactive Quit Smoking Program

The majority of those who said they were not interested in trying this program felt they did not need it, for any of several reasons.

Many regular smokers feel they know their 'triggers', i.e., "*what I do, when I do it, how long I do it for, how many smokes I have*", and thus they don't see any value to this component of the program. The same is true for those who identified themselves as either occasional or binge smokers, the only difference being that because they smoke more erratically, it is hard to keep track of the number of cigarettes they might have on any one occasion.

Quite a few believe they have a 'chemical' reliance on cigarettes. Thus, quitting is not about self-awareness or a matter of knowledge, but rather about dealing with a physical addiction.

Many feel that when it comes right down to it, willpower is what they will require to quit rather than this or any other resources (other than nicotine replacement products).

The following details other types of reasons participants gave for their lack of interest in the program:

- Many felt the program required too much time (both the length of the program and the number of times per week required) and commitment on their part. Some also described it as "*tedious*" and "*too much like work*." Notably, this particular issue was raised more often by the student participants than by participants in the other target groups.
- A few felt the Internet is too impersonal, and preferred to deal with a real life person -- whether their physician or Info-Santé (in Montréal only).
- Several rejected this program because of lack of Internet access or lack of experience using the Internet.

Summary of sub-group differences

The only discernible difference among the sub-groups was among students. Most of the student participants were not interested in the online quit smoking program relative to other groups who were equally split between being interested versus not interested.

Students more than other groups described the program as requiring too much work and commitment on their part.

REACTION TO *ON THE ROAD TO QUITTING* BOOKLET

In each group, participants were given a copy of *On the Road to Quitting* to review. Participants were asked initially to spend only a few minutes 'leafing' through it and then later to look at it in more detail. The review and discussion of the booklet was split into the following 3 segments:

Segment #1:	After briefly 'leafing' through the publication, participants were asked to give their top-of-mind impressions about it including: the perceived usefulness of the booklet; their reactions to the appearance, format, length, etc., of the booklet
Segment #2:	Participants reviewed Sections 1-5 and then filled in a brief self-completion questionnaire on their reactions to the information in these sections (See Appendix). This was followed by group discussion.
Segment #3:	Participants reviewed Section 6 to the end of the booklet and then filled in a brief self-completion questionnaire on their reactions to the information in these sections (See Appendix). A group discussion about these sections then followed.

The discussion from this part of the focus groups together with the discussions about quitting behaviour provides some insights on cessation messages that should be further explored with the 18-34 age target group. These cessation messages are summarized in the final section of this report.

OVERALL REACTION TO *ON THE ROAD TO QUITTING*

After briefly reviewing the booklet, participants were asked to respond to the following questions:

Based on your first impression, how useful do you think the information will be to you personally?

Based on your first impression, what if anything do you particularly like about this booklet?

What, if anything do you particularly not like about this booklet?

OVERALL RATING OF USEFULNESS

We show the results in the table below (the numbers represent actual numbers of participants). **Note:** *These results are not statistically projectable nor can statistical significance be assessed; we show them only to illustrate the weight of opinion in our sample.*

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Based on your first impression, how useful do you think the information will be to you personally?	(72) #	(17) #	(18) #	(37) #	(17) #	(20) #
<i>Very useful</i>	4	2	2	—	—	—
<i>Fairly useful</i>	46	12	13	21	8	13
<i>Not particularly useful</i>	18	3	2	13	8	5
<i>Not at all useful</i>	4	—	1	3	1	2

Based on their first impression of the booklet, more participants judged it to be useful to them than felt it would not be useful. Notably though, most who thought it would be useful rated the booklet as *fairly useful* rather than *very useful*. Among those who did not feel the contents of the publication would be of value to them, most indicated it was *not particularly useful*.

Notably, none of the respondents had been aware of this publication prior to the group discussions.

INITIAL REACTION TO THE CONTENT OF THE BOOKLET

Reasons for Rating the Booklet Useful

As one would expect based on the overall ratings of usefulness most people found some aspect of the content of the booklet of value to them.

Many perceived the publication as providing good ideas on ways to quit and to deal with issues both during the quitting process and after one has stopped smoking. Additional features liked included:

- There are a variety of options/approaches provided to help individuals quit, which was perceived as recognizing that everyone is different in how they approach and deal with the quitting process.
- The suggestions on how to quit and once you have quit seemed practical and manageable for most people.

Quite a few participants liked the idea of the Tracking Card as a method for generating awareness of their smoking behaviour, i.e., you're recording what you do and why you do it rather than trying to remember or just thinking about these things. However, while some liked the underlying principle behind using the Tracking Card, others thought it was impractical to (a) write down every cigarette one had and (b) to fill in the rest of the information about each cigarette.

Many participants also liked the idea of having an Action Plan, i.e., a step-by-step approach to the quitting process. Some liked the idea of committing the plan to paper, stating that by doing this they would be more likely to go through with the plan. A few said this made them feel 'empowered' because they were creating their own personal plan to follow rather than following someone else's plan.

Quite a few found the Health Benefits (*page 5*) very informative and motivating, particularly because it conveys the message that one achieves benefits from quitting almost immediately rather than having to wait for years.

Quite a few participants, particularly in Montreal, highlighted the *Did You Know* sections in the booklet as containing both interesting reading and useful information that one doesn't always think of.

A few also noted each of the following as being of interest to them:

- The Website address for more information
- Dealing with stress (*page 12*)
- The four "Ds" (*page 9*)
- Having a support group
- Regaining control if you slip (*page 35*)
- Dealing with cravings

Reasons for Rating the Booklet Not Useful

On the negative side, many who rated the booklet as either *not particularly useful* or *not at all useful* gave four main reasons for their views.

Most participants felt the booklet did not contain any new information, i.e., the content consisted of information they already knew.

Some felt that from their initial quick glance through the booklet the content of the booklet was too superficial and not detailed enough. For example, there were suggestions that more information needed to be included on addiction and addictive behaviour given that for quite a few these are perceived to be the real problem.

Some had a negative overall reaction to the appearance of the booklet, and said they would not pick it up or read it. They felt there is nothing appealing or attention-grabbing about it judging by the cover.

Some participants were simply uninterested in any booklet. In their view, their addiction to cigarettes is a physical dependence and no guide or written information will help them deal with what they need to successfully quit. They believe they need nicotine replacement products and prescription drugs combined with willpower.

INITIAL REACTION TO THE PRESENTATION OF THE INFORMATION IN THE BOOKLET

Most participants were positive about many aspects of how the information is presented. The exception to this are the photos/images selected for the publication: many participants did not like the choice of photos.

Photos/Images

Many participants disliked the photos for the following types of reasons:

- They judged the photos to be phony, because everyone was smiling and happy, i.e., '*where are the real people?*'
- Some characterized both the people and situations portrayed as corny and old-fashioned.
- Some said they couldn't relate to the booklet based on the images. They did not see themselves portrayed in any of the images (either in terms of activities or age group) and thus judged the booklet as being targeted at an older age group.
- Some felt the pictures were of 'models', not ex-smokers, or generic photos used by government for all its publications. Overall, these participants judged the photos to be unrelated to the subject of the booklet.

A few participants also made a number of other observations about the use of happy, smiling images:

- Selecting happy, smiling people suggests that quitting is easy; not only is that not true but it is seen to contradict the message in the booklet which seems to be careful in not understating the difficulties.
- Because the booklet only features happy smiling people, it is seen to imply that only non-smokers are happy and smokers are 'an unhappy' group.

Instead of the happy, smiling images, some participants said they wanted images of 'sick' people to scare people and to drive home the implication of continued smoking. A few suggested before and after quitting images would be inspirational. While we agree that perhaps not all the images should be 'happy and smiling', the wisdom of going to the opposite extreme is questionable. From our experience, we believe this is a case where people are suggesting something they would criticize as 'scare tactics' if they actually saw it.

The following other negative observations about the photos were made by a few participants each:

- The choice of activities and people in the publication are seen to be superficial and are seen to suggest the publication may be 'fluff' just like the images. The featured activities in the booklet are not judged to be particularly inspirational, and it was felt that smoking has nothing to do with being able to do or enjoy those same activities.
- Both the size of the pictures and the number of pages devoted to pictures implies that the booklet will be short on content
- Because of a perception that the booklet 'looks like all the other books put out by government', the expectation was that it will just be government propaganda
- The pictures are irrelevant and should be replaced with more useful information relating to the quitting process

Most of those who liked the photos and images in the publication said they preferred pictures of 'healthy' happy people:

- Communicates optimism about what they can all enjoy after quitting
- Suggests that everyone, regardless of age or gender, will benefit from quitting smoking
- Prefer these types of pictures rather than the 'doom and gloom' variety:
 - It's inspirational, i.e., it is positive rather than negative reinforcement
 - The graphic, negative images are everywhere; people have tuned them out and they have lost their shock value.

The Cover

Based simply on the cover of the publication, it is our impression that quite a few participants would not pick up this publication under normal circumstances, regardless of how they rated the publication on perceived usefulness. This is primarily related to the issues we have discussed about the visuals and the fact that there is nothing particularly attention grabbing about the cover.

Use of colour

There were only a few specific comments about the colours used for the publication, suggesting it is neither a major strength nor weakness of the booklet:

- A few people said they thought the publication was colourful and eye-catching
- A few said they didn't like the colours because it looked very government like

Organization/Layout

The majority of comments about both the organization and layout of the information in the booklet were positive based on their first impressions:

- The booklet was judged to be well-organized and easy to follow
- The simple way information is laid out on each page made it easy to read and to go through the booklet. Quite a few participants described the publication as short and to the point, pointing to the following as contributing to those impressions:
 - the point form format and short paragraphs used throughout the publication rather than long blocks of text
 - the large bold titles at the top of most pages that let the reader know what will be covered on that page.

Notably though, some participants in the Montreal groups felt the paragraphs were too long.

Length of the Booklet

On initial impression, the length of the publication was a negative for some and a positive for others.

Negative Views on Length

Most of those participants who judged it as too long also rejected it because it looked like there would be a lot of work involved. They felt that reading through it would be an onerous task in and of itself but more fundamentally they also interpreted this to signal that quitting would not be easy, i.e., given that it takes this many pages to succeed.

The length of the publication seemed to be more of an issue for some of the Montreal participants. For example, the lack of a Table of Contents in the publication was noted only in Montreal. Participants suggested that this be added to allow them to select sections that would be more interesting or useful for them to read or re-read rather than having to look through the entire booklet.

Positive Views on Length

Some participants were impressed with the amount of information that could be available to them on how to quit smoking:

- It looked like it would be a comprehensive booklet that contains a lot of useful information.
- They appreciated that all the information was included in one bound book rather than a whole series of pamphlets.
- The length implied it was a publication to be taken seriously.

Size of booklet

There were only a few comments about the size of the booklet:

- A few students said they preferred a smaller size booklet that would better fit in their backpacks or pockets
- A few participants commented positively on the current size of the booklet, judging it to be easily portable.

Print size

There were no comments about any difficulty experienced reading the publication related to print size.

SUMMARY OF SUB-GROUP DIFFERENCES

There were no noticeable differences by sub-group based on the initial review of the booklet.

REACTION TO ON THE ROAD TO QUITTING SECTIONS 1-5

RATING OF USEFULNESS OF SECTIONS 1-5

We show the results in the table below (the numbers represent actual numbers of participants). **Note:** *These results are not statistically projectable nor can statistical significance be assessed; we show them only to illustrate the weight of opinion in our sample.*

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Overall, how useful is the information in these sections (Sections 1-5) to you personally?	(72) #	(17) #	(18) #	(37) #	(17) #	(20) #
Very useful	11	2	3	6	6	--
Fairly useful	43	12	14	17	4	13
Not particularly useful	14	3	1	10	7	3
Not at all useful	4	--	--	4	--	4

The majority of participants rated these sections of the booklet as either *fairly* or *very useful*.

MOST USEFUL INFORMATION IN SECTIONS 1-5

Regardless of how they rated the publication on usefulness, participants were asked to pick out the what they considered to be the three most useful pieces of information from these sections.

The following areas were identified as particularly useful or interesting:

- ***The health benefits of quitting occur for all types of smokers, men and women, young and old*** (Section 2, page 5)

In all groups, the information provided under this heading was the overwhelming first choice as being the most useful or interesting piece of information in the front section of the booklet.

In general, this is not surprising given that the information presented deals both with some of the specific and some of the general health-related issues participants were concerned with. Beyond that, there are a number of other important reasons many participants zeroed in on this section:

- It is a hopeful and encouraging message

Many participants said they preferred this type of message (i.e., it is not too late for anyone and everyone to enjoy the health benefits of not smoking) rather than scare tactics (i.e., what will happen to you if you don't stop smoking). They felt the latter was far more commonplace (i.e., cigarette packages, anti-smoking advertising, etc.) but had not been successful as a motivation to quit strategy, at least for them.

- It represented new learning for a considerable number of participants, which many considered motivating.

Most participants said they were unaware how quickly the body starts to recover. Most were surprised that the body begins the healing process within hours and weeks rather than years. As such, this section presents a particularly convincing argument for quitting among those who believe they have done irreparable damage to their bodies and it is already too late, so why go through the 'agony' of quitting.

Notably, even among those who said they were aware of some or all of this information, many found it useful to have all the information laid out on one page. It served as an important reminder why one has decided to quit.

- Brief and to the point

The chronological presentation of the information was perceived to be straightforward, and easy to understand and assimilate.

Some participants mentioned particularly liking the presentation format, i.e., use of short, point form lists instead of a paragraph format.

- ***You can break your nicotine addiction*** (Section 4, page 9)

Many participants found useful information in the section, some in its entirety while others focused on *The four "Ds"* as being the most valuable information in this section.

Those who selected this entire section as being of value appreciated the practical discussion about nicotine cravings, including how these work and the suggestions for how to deal with them.

Most participants focussed on *The four "Ds"* as providing the most useful information. This list was perceived to provide:

- Simple, easy to remember suggestions
- Suggestions for dealing with withdrawal that are practical, and advice that anyone can follow
- Ideas for how to deal both with the physical and psychological aspects of withdrawal
- New ideas that some participants were not aware of, particularly, drinking water and deep breathing. Others who were aware of these techniques still appreciated seeing these ideas compiled in one list.

Quite a few participants said the combination of the ideas on this list and the number of suggestions given for how to deal with all sides of their addiction made them think that perhaps quitting wouldn't be as difficult as they would have otherwise thought or had experienced in the past.

- ***Quitting isn't one big challenge – it's a series of small ones*** (Section 5, page 11)

Quite a few participants said they found this particular statement to be an inspirational message. Many agreed with the idea that small steps in their lives are more manageable than large changes all at once, such as their previous belief that they would need to change their lives entirely to successfully quit smoking. For some, it implied that perhaps it can be easier to quit than they may have thought.

- ***A pack-a-day smoker can spend more than \$2,500 a year on cigarettes*** (Section 2, page 2)

This idea was of particular relevance to students and 18-24 year-old smokers. Many said this economic information opens one's eyes to how much one spends (even if one does smoke less), and how much money could be freed up to go towards other things.

• **Did you know? sections**

Some participants said they found almost all of these sections in the booklet useful and informative. Further, some sections were perceived to contain new thought provoking information for the reader, things participants felt people don't always think about.

There were a number of other perceived strengths that contributed to participants' positive reactions to the *Did you know* sections:

- The use of bullet points and short sentences and ideas makes it easy to read and internalize the information (the exception is page 10)
- The use of positive statements or ideas, i.e., not how many will die but if you do this then this is going to be the positive result
- They were perceived to be a good device to communicate the most salient points covered in each section

Some participants said they would like to see even more interesting facts added to the booklet.

Note: It was also the case that some participants missed the information in most of the *Did you know* sections. There were several reasons for this:

- After reading some of these sections at the beginning, they were turned off by the information presented (i.e., don't agree with information, nothing new here, etc.) and tended to ignore the rest of the sections.
- Some judged these to be redundant relative to the main body of the booklet and chose to read the more detailed write-up.
- Others simply missed it or ignored it, often due in to the negative reactions they had to the visuals that appeared on each of these pages.

• **Post-script sections in purple**

Some participants liked the types of messages and information contained in the purple bands at the bottom of the pages in this section. They judged these to be encouraging statements, thought provoking and positive reinforcements of decisions they would have to make along the way.

Notably, though, there were a considerable number of participants who said they did not read the information in purple at the bottom of most pages. Some said they missed it entirely and couldn't really explain why, whereas others said they ended up ignoring it because they found the black print on the dark background hard to read.

REACTIONS TO THE CONTENT IN SECTIONS 1-5

The following summarizes participants' comments about the information in Sections 1-5 of the booklet and their suggestions for changes/additions. For each section, we first discuss elements on which participants made either positive or negative comments. We then report on any other comments participants made about the content of the section. Note that in the latter case, unless otherwise noted, only a few individuals made each of these comments.

Section 1: Choosing to quit: (page 1)

The sub-section titled ***Something to think about...*** generated controversy in the groups and tended to polarize people.

There were some participants who liked this sub-section and who perceived all the information in it to be useful:

- It provides an important context for one to think about how one as a smoker fits in with the rest of Canadian society.
- It gives one a reality check beyond one's own circle of friends/family and environment.
- Statistics are seen to be a good way to communicate these societal trends, i.e., it is presenting a realistic and factual picture of smoking rather than 'preaching' that these are some other reasons you should quit smoking.
- It gives food for thought as to why one should quit beyond health concerns.

Some of these participants said that they would like to see more of these types of 'statistics' in the booklet.

There were many other participants who criticized the information in this sub-section, particularly participants in the 24-35 age group.

At a general level, there were a few who made each of the following observations about all the information in this sub-section:

- There is no new information here; it is simply recycled, repackaged for this booklet
- This is just government propaganda; if smoking is such a problem then the money should be spent on programs ensuring that 'young people' don't start to smoke or on making cigarettes illegal.
- These facts are irrelevant in the context of this publication, i.e., "*If I've picked up this booklet, I've already decided to quit and you don't have to convince me.*"

Participants made the following types of comments about some of the specific content of this section:

- ***Smoking is no longer socially acceptable for the majority of Canadians.*** This point generated the most negative comments.

There were objections to this point on three levels:

- One reaction was "*don't tell me what is socially acceptable*" and another was the rebellious reaction "*I don't care; if I want to smoke I will, whether or not it is socially acceptable.*"
- Those surrounded by other smokers felt this was an untrue statement, i.e., in their circles smoking is the norm and is socially acceptable.
- The statement was perceived to suggest that a smoker is an outcast or a loser, and to treat the reader as being in the wrong.

There were a few participants who specifically liked this point. They judged it to be a true statement, serving to remind them of (a) how things have changed and (b) all the places one can no longer smoke. This conveyed to them that that it will be easier to quit smoking now than it might have been in the past.

- ***Almost four in five Canadians over the age of 15 are non-smokers.*** This statistic generated as many positive comments as negative reactions.

Those who liked this information did so for the following reasons:

- It gets one thinking about how few smoke now and how one is in the minority
- This is new information: *"I didn't realize how few smoke given almost everyone around me smokes."*

Participants who did not like the statistic criticized it on several grounds:

- *I don't believe it:*
 - This contradicts my personal experience.
 - What is the source for this information?
 - You have to be 18 to buy cigarettes, so why are they talking about 15 year olds?
- *I don't care:* Who cares about the majority, I'm the one that needs to quit.
- *This is manipulative:* This is phoney social pressure, i.e., be part of the majority, not a minority.
- **Most ex-smokers wish they had quit much earlier – or never started at all – and some say that quitting wasn't as hard as they thought it would be.** The last part of this statement generated the most controversy.

A few participants liked this 'testimonial' from ex-smokers. It is inspirational because it suggests that it is easier to quit than they had thought. Many more participants, though, found this to be hard to believe, i.e., they felt it contradicted their own experience with quitting and the experience of others they know.

Other comments on Section 1:

Reference:

Comments:

It's about knowing who you really are and deciding what you want. (sub-title)

- A few participants liked this sub-title, but most students disliked it because they perceived it to be condescending, i.e., *suggests that if you are a smoker, you don't know who you are.*

Taking action.

- The title and content of this sub-section do not seem to match, i.e., it seems to be more about contemplating action than about taking action
- The reference to *Move at your own pace* was appreciated; it was seen to communicate that going through the quitting process will be under the individual's control rather than a dictated and perhaps inflexible schedule.

Think of other tough decisions..... (purple band)

- Likes: A good context in which to think about quitting.
- Issues: A false or unrealistic motivator; quitting smoking is very different from other things people have needed to be decisive about in the past.

Section 2: Quitting will improve your life in ways you'll see and feel/It's the single best thing you can do to improve your life and health (pages 2-5)

Most of the comments about the information in this section were positive. As discussed previously in the section *Most Useful Information in Sections 1-5* (see. p. 31), the information presented under the heading *The health benefits of quitting occur for all types of smokers.....*, and the facts presented on the cost of smoking per annum, were considered to be some of the most useful information in the front section of the booklet. In addition, many liked the sub-section *It's not just about your health*.

This was perceived to be a strong sub-section by quite a few participants in the younger age groups (18-24 year-olds and students). This information was seen to add other important dimensions and benefits to why one should quit smoking.

Similar to the younger age group, quite a few participants in the parents and 25-34 age groups liked the underlying idea behind this sub-section of the booklet, i.e., there is more to quitting than just one's health. However, some of them objected to a number of the non-health related benefits included on the list. (Note: A few of the younger smokers, also criticized some of these points.) The following statements were highlighted:

- ***Your relationship with non-smokers will improve.***

Most said that they disagreed with this statement, i.e., their relationships are about far more than their smoking and would not be affected one way or another.

Other participants, however, disagreed and said their non-smoking partners would be much happier if they no longer smoked.

- ***You will be a better role model for children.***

Those who disagreed with this statement felt that there is much more to being a role model than quitting smoking. A couple of students pointed out that this doesn't really apply to them since they do not have children.

- ***Quitting will give you a real and powerful sense of self-control.***

A number judged this to be a condescending statement, i.e., they were out of control and quitting was the magic bullet for getting themselves under control.

- ***You will..... look better.***

On the face of it, a few people thought it was silly to say they will look better, i.e., better than when or whom?

- ***You won't have to worry about other people being exposed to second-hand smoke from your cigarettes.***

A few objected to this stating that they are already very conscientious about where they smoke so as not to expose others to second-hand smoke.

In contrast to the points listed above, almost everyone was positive about the reference to ***Your sense of taste and smell will improve.***

Similar to previous sections, a few participants objected to the use of "you" and "your" for the same reasons as discussed, i.e., it was too personal and too familiar.

Other comments on Section 2:

Reference:

Comments:

*Did you know?
No matter how long you've
smoked, you'll enjoy
improved health by quitting
smoking. (page 2)*

- Likes: A positive message that everyone can benefit from smoking.
- Issues: From students, this sounds like government propaganda; if it isn't, support it with some proof

*Did you know?
Thousands of Canadians just
like you will quit smoking for
good this year. (page 2)*

- Likes: It is motivating; if so many others have succeeded, so can they.
- Issues: Disliked for the following reasons:
 - Who cares about others?
 - They're just trying to manipulate me; it's just propaganda
 - Don't believe thousands of others have quit; it's an unsupported statement
 - A number took exception to the use of the phrase *just like you* – i.e., you don't know me so how do you know they are just like me?

*You smoke for many reasons.
(page 3)*

- Likes:
 - Introduces new idea, i.e., habit or addiction, "*should have more information so I can tell if I'm addicted or if it is just a habit*"
 - New information; have never seen this issue addressed before
 - If people think about this, it will be easier to quit
 - This shows recognition that people smoke for different reasons and implies there may have to be different ways for people to succeed quitting
- Issues: Disliked for the following reasons:
 - "*There is nothing new here and it sounds like my mother*"
 - "*You don't know me so how do you know why I smoke*"

*But you have better reasons
to quit. (page 3)*

- Issues: Disliked for the following reasons:
 - There is nothing new here; already know all this
 - You don't know me, so don't tell me what my reasons are for quitting
 - *These are proven facts: "By whom?; Where's the support for this statement?"*

*It's the single best thing you
can do to improve your life
and health..... (title page 5)*

- A few judged this to be a 'corny' motivator, and as one that isn't necessarily true relative to a drinking or drug problem

Section 3: You can change your smoking habits (pages 6-7)

Most of the comments about the information in this section were positive.

Most participants identified the information in the *Did you know section?* as being useful:

- ***Changing just one or two of your smoking routines can give you the control and motivation to change for good:*** This statement was judged to be the most useful in that it presented a new way of thinking about quitting to some participants, i.e., they don't have to change everything about their lives all at

once but can succeed by making a few changes. This was motivational and made quitting seem a little bit easier.

- **Cutting down gradually on the number of cigarettes you smoke each day will help lessen your dependence:** This idea received both positive and negative reactions:
 - Those who had gone cold turkey in the past appreciated that this approach may work better
 - Those who had tried to quit in the past by cutting down, or who knew others who had tried this method, disagreed that this approach works

Most participants liked all the information in this section:

- It lays out a logical step-by-step process for understanding one's smoking habits and suggests ways to deal with cravings.
 - Even among some who said they knew this information, they thought it was of value nonetheless to have it laid out all in one place.
 - Some participants particularly liked the sub-section **Learn your smoking "triggers"**. There were however, some who saw little value in this section.
- Those who liked the information in this sub-section did so because:
 - They felt it was useful to think about what causes you to smoke. A number of them judged the book to be relevant to them based on the types of triggers/occasions that were identified.
 - This sub-section tells the reader there is something later in the booklet that will help them keep track of their smoking behaviour, i.e., it's all in one place not requiring the reader to go to another source to get the Tracking Card.
 - For some, this seemed to lay the foundation for a new way of thinking about their smoking habits. They said they had not considered previously that there may be a pattern to their smoking.

Those who judged this sub-section to have little information value made the following types of observations:

- Most felt they already knew why they smoked and did not need to learn their triggers.
- Some were disappointed that the only advice provided was **try using the Tracking Card**. They expected to see more information in this sub-section.

Some participants also particularly liked the sub-section **Break the connection between smoking and your routines**. There were, however, a number of people who criticized aspects of this section.

- Those who liked the information in this sub-section did so because:
 - It conveys that there are ways individuals can manage their smoking behaviour
 - It tells you there is a toolbox of coping methods/examples to successfully quit and that:
 - a) individuals can choose the method, depending on their personal situation
 - b) each person is comfortable with doing
 - It identifies techniques that are new and interesting, e.g., **brush your teeth**.
- Issues identified for this sub-section included:
 - Would like to have more methods and more detailed information about different methods.
 - A rationale of some sort needs to be provided on the value of **Try to delay lighting up**. Some participants said they could not understand what difference this would, and thought the effect of smoking a cigarette "*will be the same whether I have a cigarette now or later*".

Other comments on Section 3:

Reference:

Smoking is probably something you do without thinking. (page 7)

Comments:

- Issues:
 - Don't need the text in this section; the title is self-explanatory.
 - The use of "you" and "your"

Think about the times when you..... (purple band)

- Likes: Judged to be good, useful questions to ask oneself by students and those 18-24.
- Issues: Categorized as 'stupid' questions by some students and in other groups, i.e., "I'm addicted. I want a cigarette."

Section 4: You can break your nicotine addiction (pages 8-9)

As previously discussed (see p. 32), this section was considered by many to contain some of the most useful information in the booklet. However, some participants did raise questions about some of the content.

The ideas presented in the *Did you know?* section were controversial and tended to polarize people:

- Some were surprised by the information contained in the three bullets and found the facts presented encouraging:
 - This sub-section conveys the impression that withdrawal may not be as bad as some anticipate.
 - The time frames described are not ones these participants would have associated with withdrawal. They expected, for example, that everyone would have prolonged withdrawals lasting much longer than 10 days.
- Others questioned the 'facts' in this sub-section:
 - Don't believe it because it contradicts their personal experience and those of others
 - Far too simplistic and too general a view of withdrawal, i.e., cravings are far more than physical withdrawal, and include a psychological component as well.
 - Use of phrases such as '*rarely last*' and '*almost always*' suggests the writers aren't themselves really sure.
 - The statement '*Cravings and urges rarely last longer than a few minutes. You can see past them and work through them.*' was criticized as being condescending. It was perceived to imply that since only a few minutes of self-control are involved, you are a loser if you can't exercise this amount of control.

Other comments on Section 4:

Reference:	Comments:
<i>Your brain has learned to depend on nicotine.</i> (page 9)	Issues: Occasional or infrequent smokers did not agree that this was relevant to them.
<i>The four "Ds"</i> (page 9)	- Issues: - Title is silly and childish; it's as if you are in school learning your ABCs (Note: This was a comment from English participants only, since this phrase has no direct translation in the French version of the booklet) Drink water... i) needs to be further explained why it works ii) Don't believe this is sufficient to deal with cravings iii) Silly suggestion – how much water can you drink relative to cravings? - There needs to be more than these ideas for how to deal with cravings.
<i>You have what it takes!</i> (purple band)	Issues: "Over the top" and phony; sounds like it would be more appropriate for a work-out video or a motivational tape.

Section 5: Facing your roadblocks and focusing on success/Dealing with stress (pages 10-12)

This section consisted of three parts:

Did you know?

Facing your roadblocks and focusing on success

Dealing with stress

The *Did you know?* section was neither particularly liked nor disliked. The few comments made about it are noted in the chart at the end.

Facing your roadblocks and focusing on success (page 11)

A few participants liked the information presented here in its entirety:

- It recognized their state-of-mind with respect to having doubts about being able to quit
- It recognized that quitting isn't easy while providing reassurance that there are ways to deal with each challenge along the way.

Quite a few other participants liked the sub-heads *It's okay to have doubts* and *Every step is a success* but did not indicate either any strong likes or dislikes about the content under these headings. The few comments made are noted in the chart at the end.

The points under the sub-head *Every challenge has a solution* generated a considerable amount of discussion in the groups.

- The initial sentence in this section, *Quitting isn't one big challenge – it's a series of small ones*, was considered to be one of the most useful pieces of information in Sections 1-5 of the booklet. However the remaining points under this heading proved to be controversial.
- The statements to which quite a few participants strongly objected were *Your friendships don't depend on smoking – there is much more to true friendship than that! Furthermore, your self-confidence will improve when you quit smoking.*

Some participants felt this is a condescending, even juvenile, idea to include in the booklet. This type of statement was perceived to imply that:

- the only common ground of their friendships is smoking, or
- they only smoke because their friends do, i.e., they are sheep following the herd.

Moreover, some pointed out that self-confidence and who they are as a person:

- are unrelated to their smoking, and
- have nothing to do with quitting.

Notably, a few participants disagreed with these views. For them, smoking was described as a 'shameful' thing and they felt their self-confidence would improve if they succeeded in quitting.

- The statement ***The average weight gain for people who quit is about five to six pounds – healthy eating and active living will help you shed those pounds once you're feeling good about yourself as a non-smoker*** generated both positive and negative reactions.

Some participants found this information to be reassuring even if it conflicted with their own observations of others who have quit, i.e., maybe I won't gain weight like others have.

More participants rejected this, i.e., as much as I want to believe this statement, it contradicts my personal experience and the experience of others. A few suggested that statistical data should be used to support this claim.

A few raised other questions about this statement such as:

- What is the average person they are referring to?
- Doesn't this depend on the individual (e.g., a health food nut vs. someone who uses food as a substitution for smoking) or their body type or their age?

- The statement ***Smoking doesn't really relax you, it's just something you're used to doing while you take a break*** was greeted by negative reactions for a couple of reasons.

A number disagreed that smoking does not result in being relaxed. They believed that the chemicals help you to physically relax.

Occasional and infrequent smokers did not feel this statement as a whole applies to them.

- Some participants liked the reference to the website in the purple band at the bottom of the page. They appreciated knowing that there was more information available to them should they be interested. Some were also intrigued about *e-Quit* and how it might work.

Dealing with stress (page 12)

Quite a few participants liked all the information presented in ***Dealing with stress***, including the explanation in the purple band at the bottom about learning how to deep breathe. They felt the information presented here not only put stress in context but also provided useful examples of ways to cope with stress.

- ***Stress caused by smoking*** was judged by some participants to be interesting and informative in understanding how nicotine works:
 - It provides a new insight about nicotine, i.e., cigarettes smoked to reduce psychological stress actually increases stress on the body.
 - It addresses false perceptions about smoking related to stress.
- ***Trying to stop smoking can be a source of stress*** was not perceived to provide any new information, but participants nonetheless felt it was good to recognize this type of stress as part of the quitting process

- **Positive ways to overcome stress** was liked because it provided good practical suggestions for how to deal with stress and withdrawal. Some participants wanted to see more suggestions like these included in the booklet.

A few participants reacted negatively to the following phrase in this otherwise useful section: **Don't dwell on your problems**. The choice of words was deemed to be negative and condescending, i.e., *"stress from withdrawal is real, I'm not obsessing over it."*

Other comments on Section 5:

Reference:

Comments:

Did you know? (page 10)

- Likes: Good to reaffirm concepts of 'have to do' and 'want to do'.

It's okay to have doubts (page 11)

- The reference to **losing a part of who you are** was disliked:
 - "Condescending statement"
 - "I'm more than my smoking"

Every step is a success (page 11)

- The opening sentence **You're never too old or too addicted to quit** was judged to be a positive and reassuring.

REACTIONS TO THE PRESENTATION OF THE INFORMATION IN SECTIONS 1-5

In this section, we summarize additional comments made by participants about how information was presented in Sections 1-5. Related results that have already been presented earlier in the report (e.g., negative comments about the pictures) are not repeated here.

Organization/Layout

The majority of comments about both the organization and layout of the information in the booklet were positive. However, a few suggestions were made to improve the readability of the booklet:

- Use point form listing in the sections that provide information on coping methods rather than using the paragraph format. Participants felt this would make it easier to absorb the information on the techniques suggested. Examples of sections that would benefit from point form listings were: **Break the connection between smoking and your routines** and **Positive ways to overcome stress**.
- Consider using other visual devices (e.g., diagrams or charts) to make the publication more appealing.
- Rather than scattering coping methods throughout the various pages in this section, compile them in one list.

Tone

Quite a few participants appreciated the generally positive tone of the publication:

- Rather than lecturing or preaching about the need to stop smoking, it lays out a plan for quitting. It allows individuals to decide if quitting is something they want to do, and to figure out for themselves when and how to quit. As several participants put it, the publication treats them like adults.

- The publication was perceived to provide information in a matter-of-fact way rather than as a series of dire warnings. However, as we've discussed, at least one participant in each group felt this in fact was a shortcoming of the publication. The latter participants wanted something that would 'shock' them into quitting, not only in terms of images but also in terms of how the information is presented in the booklet

Some participants also liked the informal and personal presentation of the information. They liked the use of 'you' in its various forms because they felt it spoke to them directly and individually.

There were more others, though, who had strong objections to this personal style. They felt it was too personal to be used in a publication, and perceived it to be condescending, i.e., you don't know me; I'm not like everyone else, etc. They also disliked the use of exclamation points in various parts of the booklet: they thought these were phony motivators, heavy-handed and condescending.

A few participants suggested that despite the serious nature of the subject of this publication, it would benefit from some humour or a lighthearted quiz to pull in the reader while communicating important information. For example, the following suggestions were made, each by one participant on how to accomplish this:

- 10 reasons why I smoke: #1: *I have too much money*; #2: *80 years is too long to live*, etc.
- quiz so readers can test their knowledge, e.g., if you are craving for a cigarette, take a glass of water and see how long you can last until your next craving

Length of the Booklet

Despite the initial comments made by some participants that the publication was too long, this opinion was almost never voiced in relation to Sections 1-5.

SUMMARY OF SUB-GROUP DIFFERENCES

The following summarizes the differences across the sub-groups. Notably, there were only a few differences between the groups.

Students and 18-24 year-olds

The economic argument ***A pack-a-day smoker can spend more than \$2,500 a year on cigarettes***, (Section 1) was picked out by more students and younger smokers than other groups as being a particularly relevant consideration to quit smoking.

The idea conveyed in the heading ***It's not just about your health*** and the various reasons provided under this heading (Section 2), were liked by more of the participants in these two types of groups. These were seen to add other important dimensions as impetus to quit smoking.

Parents and 25-34 year-olds

Parents and older smokers (25-34) liked the idea conveyed in the heading ***It's not just about your health***, and did so for the same reasons as their younger counterparts, i.e., there are non-health related reasons why people should quit. However, many in these two sub-groups objected to the types of examples used. Instead of being motivational, they were viewed as either overstating the impact that quitting smoking will have on their relationship with others or to be condescending.

Those in the 25-34 age group were more critical than others of the content of Section 1, the sub-section **Something to think about...** . This section contained a number of general statements/statistics about (a) who now smokes, (b) the lack of social acceptability of smoking and (c) a reference to the views of ex-smokers that quitting is easier than they thought it would be. These items were challenged by more in this group primarily because these contradicted their own experiences and observation of others and also because all of them were presented as statements of fact, rather than supported in any way (i.e., actual statistics, references, etc.)

REACTION TO ON THE ROAD TO QUITTING SECTIONS 6 TO THE END

RATING OF USEFULNESS OF SECTIONS 6 TO THE END

We show the results in the table below (the numbers represent actual numbers of participants). **Note:** *These results are not statistically projectable nor can statistical significance be assessed; we show them only to illustrate the weight of opinion in our sample.*

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Overall, how useful is the information in these sections (Section 6 onwards) to you personally?	(72) #	(17) #	(18) #	(37) #	(17) #	(20) #
<i>Very useful</i>	6	2	4	—	—	—
<i>Fairly useful</i>	46	7	12	27	12	15
<i>Not particularly useful</i>	18	8	2	8	5	3
<i>Not at all useful</i>	—	—	—	—	—	—
<i>Did not rate this section</i>	2	—	—	2	—	2

The majority of participants rated these sections of the booklet as either *fairly* or *very useful*.

MOST USEFUL INFORMATION IN SECTIONS 6 TO THE END

Participants were asked to pick out what they considered to be the three most useful pieces of information from Sections 6 to the end, regardless of how they rated this section of the publication on usefulness.

The following areas were identified as particularly useful or interesting:

- ***The Tracking Card***

Some participants were interested in using the Tracking Card to better understand their smoking habits. Some said they had never consciously considered that their mood, where they have their cigarettes (i.e., a particular chair, etc.) and other such associations could relate to their smoking. They accepted the principle that breaking down these factors would help them quit.

Some said they would keep the Tracking Card in their cigarette package, to have it handy to fill in when they had each smoke.

Notably though, after having a chance to review the Tracking Card in more detail, there were fewer participants who said they would use this device to monitor and understand their smoking behaviour

than had done so based on their initial impression. Importantly, they did not question the underlying concept of tracking, but rather said they would not use it because:

- It looked like too much work to fill in all the information for each cigarette.
- They felt 'silly' describing their mood or state of mind for each cigarette smoked.

- **The combined information in Sections 9 and 10:**

Choose the quit method that is right for you (Section 9, pages 18-19)

Getting ready for your quit date/Create your own action plan (Section 10, pages 20-24)

Many participants said the information in these two sections of the booklet in combination provided them with both a map and the tools they needed to try to quit and potentially to succeed in their quit attempt. This positive reaction is perhaps not surprising given that most of the people who participated in these focus groups were still at the contemplation stage of quitting, i.e., in the next 6 months or so. As such, these sections dealt most directly with the initial steps they would need to take.

Choose the quit method that is right for you (Section 9, pages 18-19)

This section was considered to be useful because it shows a range of strategies people can use to quit depending on individual preference or based on experience/knowledge of what has or has not worked in the past. Beyond that, some participants particularly liked the alternatives and advice provided under the heading **There are many ways to cut back**. For some, this included suggestions they had never thought of before -- e.g., rationing and reducing the amount every day or two, or delaying the first cigarette of the day.

Many liked all the short reminder points listed under **Prepare for your quit date by**, particularly the suggestion that one should practise how to deal with initial cravings rather than just think about how to deal with this.

Getting ready for your quit date (Section 10, pages 20-21)

Many feel it addresses in a simple but direct fashion the frame of mind that an individual will need to adopt to prepare to quit smoking and to succeed. It also provides some tools illustrating how an individual can establish a positive outlook. Also, it is perceived to lay an important foundation for how people can effectively deal with physical and psychological cravings and urges.

Many appreciated the basic idea of rewarding themselves for not smoking and the specific suggestions that were made, i.e., how to visibly remind themselves about both the benefits of not smoking and being able to treat oneself using the money saved from not smoking. A few also felt this underlined that while quitting is not easy, the monetary rewards are worth it.

Again, some liked all the short points listed under **Prepare for your quit date by**, particularly the reminder about trying to change one or two routines leading to success.

Create your own action plan (Section 10, pages 23-24)

Quite a few participants accepted the premise that one has to have a plan to quit smoking, particularly those who had tried unsuccessfully quit in the past. Many felt the approach outlined in the section **Create your own action plan** was a credible approach to succeeding:

- It is a practical, common sense guideline to how to go about quitting
Putting things in writing is more likely to result in following through compared to simply thinking about these things.
- The plan is personalized, i.e., it allows each person to customize their plans to their own circumstances and needs; as such, some participants felt by creating their own plan rather than

following someone else's they (a) would be more likely to follow through, and (b) probably would be more successful in becoming a non-smoker.

- It communicates that quitting smoking is not easy; it is necessary to take a number of steps, one-by-one, to ensure success.

Notably, there were a number of other participants who objected to the need for a written plan, although they accepted the value creating a plan. They felt the emphasis should be that everyone needs to think about and consider all these issues, and not so much that this has to be a written plan. A few also thought creating a plan in written form looked like it would involve too much work.

A few others also objected to **9. Put the date in writing!** They felt this was unnecessary in general and particularly the suggestion that they should sign it.

One other point that created some controversy in the groups was **5. Identify your social support**. The whole notion of getting support from family and friends was an area that divided participants, with some believing this is a good idea and others dismissing it as creating more problems in their lives and relationships rather than being helpful. This is discussed in more detail later on in this section.

- **Regaining control if you slip** (Section 16, pages 34-35)

Quite a few participants liked the inclusion of this section in the booklet. Notably, though, it is our impression that some participants did not get to this part of the publication either because of time constraints in the groups or because having found the booklet too long or repetitive, they gave up reading before they got to this section.

Most of the positive comments about this section focussed on the following:

- Many participants said they had slipped in the past and had not known how to recover. As a result they assumed they had lost control of their situation and started smoking again. This section basically tells them that 'falling off the wagon' does not mean having to give up their quit attempt while still cautioning them not to take that one puff:

Research shows that a slip is the number one thing that leads back to regular smoking. Even one puff can re-program your brain to demand more nicotine

- Some felt all the suggestions would be useful. Others thought that although not everything on the list would be useful to them, they appreciated having it all in one place.
- Many liked the format and layout of the information. The points were short and simple, easy to understand, and easy to remember.

REACTIONS TO THE CONTENT IN SECTIONS 6 TO THE END

The following summarizes participants' comments about the information in the remaining sections of the publication (Sections 6 to the end) and their suggestions for changes/additions. It is important to note that there was not enough time in the groups to review participants' reactions in as much detail as for Sections 1-5. Nonetheless, there were a number of themes that emerged. We discuss these themes first, and then describe other positive or negative observations participants made about the content of each of the various sections.

- **Dealing with withdrawal**

Participants were split in their reaction to how the booklet addresses dealing with withdrawal: Some participants liked the approach used, while other participants were quite critical of the approach.

Participants who liked how the booklet addresses withdrawal felt it provided practical, common sense advice that most people could easily follow or adapt to their particular situation or lifestyle.

- Some appreciated the fact that the back end of the publication does a good job elaborating on **The 4 "Ds"**.
- Some appreciated that the suggestions dealt with both physiological and psychological aspects of withdrawal.

Among participants who did not like how the booklet addresses withdrawal, there were a considerable number of criticisms dealing with both the content and presentation of the information given in the booklet:

- Some felt that the suggestions and tips offered to deal with withdrawal symptoms are overly focused on the physical aspects of addiction and that not enough attention is paid to the emotional and psychological aspects of dealing with addiction. They pointed to statements like the following to illustrate their point:

Remember....?

Cravings come in waves and rarely last more than a few minutes. (Section 12, page 26)

How long does withdrawal last?

For many people, withdrawal is at its worst for the first few days and then begins to lessen after three or four days. After a week to ten days, all withdrawal symptoms should be gone. Your main task in quitting is to find a way to get through the first few days. If you do, you have a much better chance of succeeding for good. (Section 13, page 29)

- Others questioned the credibility of this information based on their own past experience. Their desire for a cigarette had lasted much longer than a few minutes or a number of days. Others they know have characterized it as a lifelong battle.

Some suggested the need for more realistic advice than what they perceived the booklet to provide. An example of a suggestion considered unrealistic was the following:

Remember....

Be understanding with yourself during this time. For example, take time off, work at a slower pace..... (Section 14, page 30)

It was quite typical to hear comments like the following in reaction:

"I can't afford to take time off to quit smoking"

"Employers would not accept taking time off or not doing your job just because you've decided to quit smoking"

"That's nice, but I'm a parent with responsibilities/I'm a student"

Others questioned the choice of activities suggested to deal with withdrawal because it was in fact one of their triggers (e.g., **Try to go for short walks**).

Some participants complained about the lack of organization of information related to dealing with withdrawal. They wanted to see a list of suggestions all in one place, instead of having it dispersed throughout the publication.

- **Avoidance as a technique to deal with cravings and urges**

There was mixed reaction to the advice given about avoiding situations, people or places that individuals either associate with smoking or tempt them to smoke. At an intellectual level, some participants agreed with the various points, but more were critical of the examples given.

The specific suggestion that came under fire most often was: **Avoid situations that involve alcohol, people and things that make you want to smoke** (Section 15, page 33). Criticisms included:

- *"This is not realistic, cigarettes are everywhere."* Note that this same comment was also made about the following statement: **Avoiding the sight and smell of cigarettes makes it much easier to deal with cravings and resist urges.** (Section 12, page 26)
- *"I'm not prepared to give up my life to quit smoking."* Note that the following statement also received this type of reaction: **Your friends who smoke will probably understand why you need to avoid being around smoke, at least for a while.** (Section 8, page 16)
- *"I disagree that these should be avoided. You know you are successful when you are able to deal with these temptations, and not just avoid them."*

Some participants felt that more suggestions of the nature provided in Section 11, page 25 should be included in this booklet: **doing something that is incompatible with smoking (e.g., choosing a non-smoking restaurant)**

- **Support for quitting**

There were a number of different points of view about the type of support participants felt would be useful to them as part of their quitting process. The suggestion to tell others (e.g., Section 8, pages 16 and 17; Section 11, page 25; Section 14, page 30, etc.) generated a considerable amount of discussion in the groups. At one level, many participants accepted this as sound advice. Nonetheless, quite a few said they would not follow this suggestion at all or might follow it only in a modified fashion. They gave the following types of reasons:

- People would not be supportive so I wouldn't tell anyone
 - Expected reaction from others would be *"I've heard this all before"*, and this negative reaction would add stress to the quit attempt.
 - If you fail, people will mock and embarrass you
- I wouldn't tell everyone, just my family and close friends
 - My attempt to quit is personal, and I will only tell people closest to me
 - My co-workers wouldn't support me; they want me to continue smoking, not quit.

- **Did you know/Remember sections**

Some participants continued to say they found almost all of these sections in the booklet useful and informative. They felt these sections contained information that is thought provoking and sometimes new. Some also felt these sections contained good summaries of pertinent points to keep in mind as one goes through the various stages of the quitting process.

The format used also contributed to participants' positive reactions to these sections, i.e., the use of bullet points and short sentences/ideas was perceived to make it easy to read and internalize the information (the exceptions are Section 13 page 28 and Section 16 page 34). Some participants who found the publication too long suggested they would prefer this type of format to be used throughout the booklet vs. the paragraph and sentence structure used in certain sections.

It was also the case that a number of respondents who had originally found these sections useful in the first part of the publication did not have the same reaction to these sections in the back end of the booklet. They felt there was far less 'new' information in these sections, and instead perceived there to be a great deal of repetition and redundancy, i.e., summarizing information either explained in detail on the facing page or already dealt with in detail on previous pages.

There are others who continued to ignore these sections either because they were turned off by the visuals or because they preferred to read the more detailed write-up.

• **Post-script sections in purple**

As occurred with Sections 1-5, some participants liked the types of messages and information contained in the purple bands at the bottom of the pages in Sections 6 and on. They judged these to provide encouraging, thought provoking advice and positive reinforcements of decisions they would have to make along the way.

Again, however, there was also a considerable number of participants who said they did not read the information in purple at the bottom of most pages because they found the black print on the dark background to be hard to read.

Section 6: Are you ready to take the next step? (page 13)

Some participants very much appreciated this page.

Most said they liked being asked if they were ready to proceed, and that the booklet did not pressure them to do so. This reinforced the notion that quitting is an individual decision and commitment.

A few also liked this page because it refers to the availability of an interactive tool available on the website that provides individuals with 'customized' information. This made them feel that the writers recognize that 'one shoe does not fit all' when it comes to quitting, and that the website and this publication will provide a range of approaches and techniques to help different types of smokers successfully quit.

Section 7: Set a date! (pages 14-15)

The overall reaction to this section was largely driven by two main considerations:

- Those who accepted the value of setting a specific quit date and committing this to paper tended to react positively to most of Section 7. They appreciated the practical suggestions and advice on how to pick a good time to quit.
- Conversely, those who did not feel either of these was necessary or would not work (e.g., some had tried setting a date in the past) tended to react negatively.

Under the sub-head ***Now that you're ready to quit, you need to make a commitment***, there were two sentences that raised a number of questions in the groups.

- The idea ***Choose a time when you won't be too stressed*** was challenged as being unrealistic. For example:
 - How can you plan a time when you're not going to have stress
 - How do you know in advance
 - If you are a parent or going to school you are always stressed

- The statement ***If you're a woman, don't pick a date immediately before your period*** resulted in some interesting discussions in the groups:
 - Some wondered why this information was included at all, as it seemed to be the only gender based advice or observation in the entire booklet.
 - Some had never heard this and wondered why it would be a problem for women to quit at this time. They felt a more detailed explanation should be provided.
 - A few women disagreed with this point, stating that they in fact smoked far less when they had their menstrual cycle.
 - Some appreciated this gender reference and suggested there should be more advice like this aimed at both men and women. In other words, given that men and women are different 'medically', it was thought that they might need different advice on quitting.

Section 8: Plan to get support (pages 16-17)

Some participants liked this entire section. It was perceived to do a good job integrating on one page all the different types of help that can be available to people. Some liked it also because it underlines both the importance of getting guidance from one's physician and getting help from other people or resources.

There are a number of other points worth noting on the reactions to the information provided here.

With regard to the sub-section ***You might consider using nicotine replacement therapy or other medications***, some participants said they had never heard of Bupropion and were interested in finding out more about this prescription drug.

Some participants in the English-language sessions said they liked the idea of having a quit buddy to call upon for support. However, there are two important points to note:

- Some thought the suggestion to choose a non-smoking friend was intriguing and something they might try. However an equal number argued that the quit buddy had to be a fellow smoker. A non-smoker would not understand what they were experiencing and would be less sympathetic to their situation.
- There is a technical set-up problem in the booklet that drove some of the interest in having a quit buddy. Directly underneath this sub-section, a number of toll-free quitlines were provided. However, these numbers were listed under the sub-heading ***Choose a quit buddy*** and immediately followed the short paragraph about having a quit buddy. As a result, some participants thought they were being supplied with toll-free phone numbers for potential quit buddies. When they realized they would have to find their own quit buddy, they were less interested in this support network. We suspect that this is to a large extent for the same reasons that many were uncomfortable about telling other people they were quitting.

The suggestion to use a quitline for support was seen to be useful only by young participants, students and those in the 18-24 age group.

Section 12: Quitting day – your new beginning! (pages 26-27)

A few participants liked all the information in this section: it is positive and uplifting and starts one on the road to visualizing oneself as a non-smoker who can deal with all the temptations along the way.

However, there was also quite a few participants who felt there was no new information on this page and questioned its value. A number of others were negative about the information presented in this section for reasons we have pointed out earlier on in the report (either put a page # reference in parentheses or a short-form listing of the reasons). A few also did not like the use of exclamation points particularly in conjunction with the first sub-heading **Congratulations!**. They felt this was phony motivational language and style.

There is one further issue that generated disagreement in some of the groups.

- Some participants liked the sub-head **Do whatever it takes to cope with cravings** and the explanation provided underneath. It reinforces and applies the four “Ds” while reassuring the individual that each day will be easier.
- Other participants were critical of the contents of this section or disliked the heading itself:
 - With regard to the content, they judged it to be too vague; they felt there should be more detail about how to apply the four “Ds”.
 - With regard to the heading, the concern raised was that this was overstating what people should do. For example, young people might interpret the ‘do whatever’ to imply that ‘other drugs’ may be desirable alternatives to cigarettes.

Section 13: Dealing with withdrawal. (pages 28-29)

Some participants appreciated the information presented in this section, largely because it was perceived to address honestly what one will face during the quit process and as providing a reality check, i.e., it lets you know that the things you are experiencing are quite normal.

Quite a few, though, felt there was no new information in this section, either in the main body or in the corresponding **Did you know?** section. It also contained the reference to how quickly withdrawal symptoms disappear which some participants questioned.

Section 14: Be positive. Stay focussed. (pages 30-31)

A few participants liked this entire section. They felt it provided a good list of the things one should keep in mind during the quit process.

A few others liked the suggestions about how one should view oneself, i.e., their self-image (**Remember you are a non-smoker; Be proud of yourself**), but perceived the suggested activities to be less useful.

Quite a few participants, though, felt there was no new information in this section, and a few were disappointed in the information provided in the purple band at the bottom of page 31, i.e., is that all the help there is?:

If you need extra help or more information in the days and weeks ahead, visit the health Canada website.....; call the 1-800 quitline in your province; or call your family physician or public health office.

Section 15: Learning to live without cigarettes – Dealing with temptations (pages 32-33)

While a few participants found this section useful (and quite a few liked the caution **Don't ever test yourself with one cigarette**), most did not find this section useful for one of two main reasons:

- Most felt it was repetitious, covering points that had already been made in a number of other sections. Some in fact said they were getting either bored or annoyed at this point in the booklet.

- Others were turned off by the first sub-heading ***Stay away from tempting situations*** for the reasons we have discussed previously, and as a consequence they were uninterested in reading the rest of the section.

Section 17: Why do some people gain weight after quitting (pages 36-37)

A few participants said they appreciated the inclusion of this section. It addresses an important concern they feel many people have, and they believed that fear of weight gain often contributes to reasons why people put off quitting smoking.

Several participants wondered about the placement of this section. Their view was that this section should have been integrated somewhere earlier on rather than left as an 'orphan' at the end of the booklet.

REACTIONS TO THE PRESENTATION OF THE INFORMATION IN SECTIONS 6 TO THE END

Results related to the visuals and tone have already been presented earlier on and are not repeated here. The other main issue that surfaced in reactions to the back end of the publication related to its perceived length. As we noted earlier on in this section, quite a few participants judged the back end of the booklet to be too long. Many, particularly students and those 18-24, felt there was too much unnecessary repetition of the same information in these sections. This led to quite a few suggestions to shorten the publication and to reorganize the information.

SUMMARY OF SUB-GROUP DIFFERENCES

There were no evident differences of opinion between the various sub-groups on the content of the booklet. However, more younger people (students and 18-24 year-olds) judged the booklet to be too long and recommended the back end (Sections 6 onwards) needed to be reorganized.

CESSATION MESSAGES

In this section of the report, we list the cessation messages we consider to be the most appropriate for the 18-34 age group. It is important to note that participants were not shown any cessation messages per se to react to and comment on. Rather, these suggestions for appropriate messages are derived from a combination of the general discussions in the focus group about quitting and resources and also from participants' observations about the content of the *On the Road to Quitting* booklet.

The first three suggested cessation messages deal with the inherent benefits of quitting. The others are messages that reassure individuals they can successfully quit.

Benefits of Quitting

- ***The health benefits of quitting occur for all types of smokers, men and women, young and old***

The focus of this suggested cessation message is on health benefits. On both the self-completion questionnaire and during the group discussion, the main reason participants gave for trying to quit smoking related to concerns about health, either specific health problems they have now or potential health problems they might have in the future. For example:

- Some referred to specific health problems they have such as asthma, bronchitis, chronic cough, lung infections, etc.
- Some described their health problems in more general terms such as shortness of breath, having less energy, or impairing their sports training or physical activities (walking, going up and down stairs, running after their children, doing everyday chores, etc.).
- Some talked about potential health problems, such as fear of cancer or future health problems as a result of their smoking habits.

This suggested cessation message directly addresses the above health concerns of the majority of participants, i.e., whatever their health problem or concern may be, each person will see some change for the better.

- ***Health improvements start to occur soon after you quit smoking***

The focus of this suggested cessation message is on how quickly one can enjoy the health benefits of not smoking. In the discussions, many participants voiced their belief that recovery from smoking either takes a long time, and some wondered if damage resulting from smoking is reversible. These beliefs became particularly evident when participants commented on Section 2 page 5 of *On the Road to Quitting*, which gives a chronological listing of health benefits that occur within hours and weeks of quitting smoking.

This was new information for many participants, as most were not aware how quickly the body starts to recover from the effects of smoking. Many participants also reacted very positively to the information, perceiving it to be motivating, encouraging, and as offering hope to all who want to quit smoking.

Another strong feature of this suggested message is that it uses a positive approach rather than a negative approach, in the sense that it illustrates the positive health benefits of quitting smoking rather than telling people what will happen to them if they don't stop smoking. In the course of the discussions, many participants expressed a general preference for communication that is positive and informative in tone, rather than 'preachy'.

- **There are other real benefits to quitting, not just health-related benefits**

This suggested cessation message addresses other concerns brought up in the discussions or on the self-completion questionnaires about the perceived downsides of smoking. The two that emerged most strongly were the cost of smoking and the impact of smoking on others:

- 1) The second most frequently given reason (after health issues) for wanting to quit was the cost of cigarettes. In this context, the statement in *On the Road to Quitting* that “A pack-a-day smoker can spend more than \$2,500 a year on cigarettes” (Section 2, page 2) was perceived to present an important and believable economic argument in support of quitting. This was a particularly strong point among those with lower disposable incomes (18-24 year-olds and students).
- 2) Roughly half the participants reported being pressured to stop smoking by people close to them. For example, parents were influenced by their children or spouses/partners to quit. Thus, they and others (particularly the students who participated) responded positively to the ideas about the social benefits of not smoking in *On the Road to Quitting* Section 2, page 3. To paraphrase some of these ideas:
 - People close to them will be happier or feel relieved when they successfully quit smoking.
 - Their children will be less likely to be at risk.

It should be noted that while the evidence suggested messaging on the effect of smoking on other people could be impactful for some participants, the focus group results also suggested that some ways of wording such messages are better than others. In particular, message wordings that are implicitly critical of the smoker were reacted to negatively by many participants. Examples of such wording in *On the Road to Quitting* included “Your relationship with non-smokers will improve” (implies the smoker currently relates poorly to non-smokers), and “You will be a better role model for children” (implies the smoker is currently a poor role model for their children). Participants would instead prefer a messaging approach that focuses on the benefits to others rather than on possible social deficiencies of the smoker.

How to Successfully Quit

- **There are simple ways to help each individual deal with their nicotine addiction**

This suggested cessation message addresses the belief held by many participants that because of their physical and psychological addiction to cigarettes, they will not be able to successfully quit smoking over the long term. In the discussions, many stated that because of their addiction, they had experienced difficulty in quitting or expect that they will encounter problems in any future attempts to quit. The implication is that it is very important for communication to address people’s beliefs and concerns related to nicotine addiction.

About half the participants reported they had a plan for how to successfully stop smoking and stay away from cigarettes. However, more often than not this consisted of dealing only with their physical addiction to cigarettes by using nicotine replacement products. Most did not have a well defined plan for dealing with nicotine cravings, often falling back on the belief that ultimately it is all about willpower.

Thus, this suggested cessation message coupled with the specific coping methods listed in *On the Road to Quitting*, Section 4, page 9 were seen to provide examples of what individuals can do to break both their physical and psychological dependence on cigarettes. Further, the ideas presented in this section were seen to be simple and practical for anyone to use, and this helped convey the impression that by using some or all of these methods, quitting will not be as difficult as one might have thought.

- **You can quit successfully by taking a series of small steps**

Many participants believed that quitting smoking will require a major effort on which all their attention will need to be focused if the quitting attempt is to be successful. In this context, quite a few participants referred to the presence of some other stress in their lives as a general reason why they would not consider quitting in the next 6 months or why they have not succeeded in the past.

The above suggested cessation message conveys the idea that quitting smoking can be a manageable part of everyday life, when it is approached as a step-by-step process. For example, many participants reacted positively to the statement in *On the Road to Quitting* that “Changing just one or two of your smoking routines can give you the control and motivation to change for good” (Section 3, page 6).

- **There are many ways to quit; choose what will work best for you**

Many participants did not appear to know about the variety of quitting tactics that can work. They tended to believe there was only one way to quit – namely, to go “cold turkey” and quit suddenly. Many participants either indicated they had tried this approach and not succeeded, or were wary of using this approach given their perceived addiction to cigarettes.

The above suggested cessation message tells people that there is more than one way to succeed at quitting smoking, and that different methods will work for different people. The discussion of these different methods presented in *Choose the quit method that’s right for you* (Section 9, page 19) was appreciated by many participants because it showed a range of strategies and gave suggestions for how to make each of these quitting approaches work for the individual.

42 pages

APPENDIX 1:

Method

METHOD

Number/Location of Focus Groups

A total of 12 2½ hour focus groups were conducted with smokers 18-34 years of age between August 12 and August 25, 2004:

	Total	Toronto (E.)	Kitchener (E.)	Montreal (F.)	Halifax (E.)	Calgary (E.)
Post-secondary education students	3	--	1	1	1	--
Parents/couples considering pregnancy	3	1	--	1	--	1
Other smokers 18-24	3	1	--	1	--	1
Other smokers 25-34	3	1	1	--	1	--
Total	12	3	2	3	2	2

Participant Qualifications

For all groups:

- In each group, the following quotas were applied:
Gender: 50/50
Type of Smoker: 75% daily smokers/25% occasional smokers
Quitting: 60% seriously considering quitting in next 6 months
- The following exclusions applied:
 - Not participated in qualitative research in the past 12 months, and never participated in qualitative research on cigarettes or smoking.
 - Not employed in any of the following occupations: media, advertising/graphic arts/print production, public relations, marketing research, or in the health/medical profession, or tobacco industry.

Post-secondary education students

- Cross-section on type of post-secondary institution attending and year
- Cross-section on age but with a skew to under 30

Parents/couples considering pregnancy

- In each group, we aimed for half the participants to be parents and the other half to be considering pregnancy in the next year or so
- We targeted for a cross-section based on characteristics such as:
 - number and age of children
 - education
 - household income
- Cross-section on age within the 18-34 age group

Other smokers 18-24 and 25-34

- In each group, a minimum of 75% of participants worked outside the home
- We targeted for a cross-section based on characteristics such as:

- working status and occupation
- education
- household income
- Cross-section on age within the 18-24 and 25-34 age groups

All participants were paid an honorarium for their participation.

The Group Discussion

In each group (with the exception of the first group in Toronto with 'other smokers 25-34'), the procedure was as follows:

- 1) In the waiting areas, prior to the start of the group sessions, participants were asked to fill out a brief questionnaire. Some of the questions were then discussed at the beginning of the focus group. The following results from the questionnaires have been included in the report:

Past Quitting Behaviour

- a) Number of times ever tried to quit smoking in the past
- b) Main reasons tried to quit smoking in the past
- c) Whether or not anyone or anything played a role in convincing 'you' to stop smoking and explanation of who or what
- d) Whether or not had an approach or plan for quitting in the past
- e) Which, if any, quitting aids, therapies or information used to quit or stay away from cigarettes
- f) Approximate length of most successful quit attempt in the past and reasons started smoking again

Future Quitting Behaviour

- a) Whether or not seriously thinking about quitting smoking cigarettes in the next 6 months
 - b) Main reasons seriously considering quitting smoking in the next 6 months
 - c) Whether or not anyone or anything played a role in convincing 'you' to stop smoking and explanation of who or what
 - d) Whether or not have an approach or plan for quitting
 - e) Which, if any, quitting aids, therapies or information plan to use to quit or stay away from cigarettes
- 2) Participants were then provided with a description of an online interactive quit smoking program. After reading it, they were asked to indicate whether or not they would be interested in trying it and their reasons why or why not.
 - 3) Each participant was given a copy of *On the Road to Quitting*.
 - a) First they were asked to spend a few minutes leafing through the publication and to give their top-of-mind impressions about it, including their reactions to the appearance and format, length, etc.
 - b) Participants then focused on the content of *On the Road to Quitting*. Initially, they reviewed Sections 1-5 and filled in a brief self-completion questionnaire on their reactions to the information in these sections. This was followed by group discussion.
 - c) The remainder of the publication was then reviewed, i.e., Section 6 and onwards. Again, a self-completion questionnaire was used prior to group discussion.

APPENDIX 2:

Tabular Results

TABULAR RESULTS

The following summarizes the results from the questionnaires filled out by recruited participants, prior to the start of each focus group.

Note: *The results shown in the tables are not statistically projectable nor can statistical significance be assessed; we show them only to illustrate the weight of opinion in our sample.*

PAST QUITTING BEHAVIOUR

NUMBER OF PAST QUIT ATTEMPTS

	TOTAL*	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Number of times tried to quit in the past (Q.1)	(89) #	(22) #	(23) #	(44) #	(21) #	(23)** #
<i>Never</i>	14	3	3	8	2	6
<i>Once</i>	14	3	3	8	6	2
<i>Twice</i>	32	9	9	14	6	8
<i>3 – 4 times</i>	12	6	2	4	2	2
<i>5 or more times</i>	17	1	6	10	5	5

* The tables include all invited respondents who completed a pre-group questionnaire, whether or not they participated in the group discussions

** A pre-group questionnaire was not completed by the first group in Toronto. Wherever possible though, data has been included in these tables based on the group discussion.

MAIN REASONS TRIED TO QUIT IN THE PAST

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Main reasons tried to quit in the past*** (Q.2a)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Own health/health concerns</i>	68	17	18	33	18	15
<i>Pregnancy related</i>	10	1	4	5	1	4
<i>Concern about health of my family/children</i>	3	1	2	–	–	–
<i>Cost</i>	34	7	9	18	10	8
<i>Hated smoking</i>	10	4	1	6	4	2
<i>Watching a loved one die of smoking related cancer</i>	6	1	–	5	3	2

*** Major mentions; because some participants gave multiple reasons, the numbers add to more than the total number of participants

WHETHER ANYONE PLAYED A ROLE IN CONVINCING YOU TO STOP SMOKING IN THE PAST

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether anyone played role in convincing you to stop smoking in the past (Q.2b)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Yes, someone played a role</i>	46	13	18	15	5	10
Explanation of who played a role*** (Q.2c)	(46) #	(13) #	(18) #	(15) #	(5) #	(10) #
<i>Girlfriend/boyfriend/friend</i>	16	9	4	3	2	1
<i>My child/children</i>	15	2	8	5	—	5
<i>My wife/husband/partner</i>	10	—	7	3	1	2
<i>Parents</i>	6	2	3	1	—	1
<i>Peers</i>	2	1	—	1	1	—
<i>Family pressures</i>	2	—	—	2	1	1

*** Major mentions; because some participants gave multiple reasons, the numbers add to more than the total number of participants

APPROACH/PLAN FOR HOW TO QUIT/STAY AWAY FROM CIGARETTES

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether or not had an approach/plan for how to quit or to stay away from cigarettes (Q.3a)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Yes, had an approach/plan</i>	35	4	10	21	8	13
Whether or not used any of the following quitting aids, therapies, sources of information to quit or to stay away from cigarettes*** (Q.3b)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Nicotine replacement patch</i>	20	3	8	9	1	8
<i>Nicotine replacement gum (e.g., Nicorette)</i>	20	3	6	11	7	4
<i>Prescription medication (e.g., Zyban)</i>	5	—	1	4	1	3
<i>Advice from a health professional (doctor or nurse)</i>	13	3	3	7	5	2
<i>Books, manuals, pamphlets</i>	15	4	3	5	1	4
<i>Audiotapes, videotapes, CDs, DVDs</i>	2	—	1	1	1	—
<i>Online resources</i>	2	1	—	1	1	—
<i>None of these</i>	30	10	10	10	8	2

*** Because some participants gave multiple reasons, the numbers add to more than the total number of participants

OTHER AIDS FOR HOW TO QUIT/STAY AWAY FROM CIGARETTES

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Other quitting aids, therapies, sources of information on how to quit or to stay away from cigarettes noted by participants (Q.3c)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Will power</i>	8	1	2	5	4	1
<i>Going cold turkey</i>	4	2	1	2	1	1
<i>Chewing plain gum</i>	4	2	—	2	1	1

LENGTH OF MOST SUCCESSFUL QUIT ATTEMPT

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Approximate length of most successful quit attempt in the past (Q.4a)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Less than a week</i>	7	1	2	4	2	2
<i>1-2 weeks</i>	13	4	5	4	3	1
<i>3 weeks</i>	4	—	2	2	—	2
<i>1 month</i>	6	2	—	4	1	3
<i>2-3 months</i>	11	2	3	6	5	1
<i>4-5 months</i>	8	3	1	4	2	2
<i>6-11 months</i>	7	4	1	2	1	1
<i>1-2 years</i>	14	1	5	7	4	3
<i>3 or more years</i>	4	1	—	3	1	2
<i>No answer</i>	1	—	1	—	—	—

MAIN REASONS STARTED SMOKING AGAIN

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Explanation of why started smoking again*** (Q.4b)	(75) #	(19) #	(20) #	(36) #	(19) #	(17) #
<i>Stress (unspecified)</i>	25	7	7	11	7	4
<i>Traumatic changes/stress in personal life</i>	14	3	1	10	3	7
<i>Stress related to pregnancy/child rearing</i>	2	2	—	—	—	—
<i>People around me smoke</i>	20	6	6	8	4	4
<i>Social triggers (clubs, parties, bars, drinking)</i>	16	2	4	10	6	4
<i>Missed social aspect of smoking/enjoy smoking</i>	12	1	6	5	3	2
<i>The addiction</i>	13	4	2	7	5	2

*** Because some participants gave multiple reasons, the numbers add to more than the total number of participants

FUTURE QUITTING INTENT

MAIN REASONS FOR SERIOUSLY CONSIDERING QUITTING IN THE NEXT 6 MONTHS

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether or not seriously thinking about quitting smoking in the next 6 months or so (Q.5)	(89) #	(22) #	(23) #	(44) #	(21) #	(23) #
<i>Yes, seriously thinking about quitting</i>	62	17	17	28	15	13
Reasons considering quitting in next 6 months or so*** (Q.6a)	(62) #	(17) #	(17) #	(28) #	(15) #	(13) #
<i>Own health/health concerns</i>	49	16	11	22	14	8
<i>Pregnancy related</i>	9	—	4	5	1	4
<i>For the benefit of my family/children</i>	8	1	2	6	2	4
<i>Loved one dying of smoking related cancer</i>	2	—	1	1	—	1
<i>Cost/too expensive/save money</i>	25	7	7	11	6	5
<i>Hate smoking</i>	9	1	1	7	5	2

*** Because some participants gave multiple reasons, the numbers add to more than the total number of participants

WHETHER ANYONE PLAYED A ROLE IN CONVINCING YOU TO STOP SMOKING IN THE NEXT 6 MONTHS

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether anyone played role in convincing you to stop smoking this time (Q.6b)	(62) #	(17) #	(17) #	(28) #	(15) #	(13) #
<i>Yes, someone played a role</i>	24	7	5	12	5	7
<i>Not covered in group</i>	6	—	—	6	—	6
Explanation of who played a role*** (Q.6c)	(24) #	(7) #	(5) #	(12) #	(5) #	(7) #
<i>My child/children</i>	9	2	2	5	3	2
<i>Girlfriend/boyfriend/friend</i>	8	4	—	4	1	3
<i>My wife/husband/partner</i>	5	—	2	3	2	1
<i>Parents</i>	3	1	1	1	—	1
<i>Family</i>	2	1	—	1	—	1

*** Because some participants gave multiple reasons, the numbers add to more than the total number of participants

AN APPROACH/PLAN FOR HOW TO QUIT/STAY AWAY FROM CIGARETTES

	TOTAL *	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Whether or not have an approach/plan for how to quit or to stay away from cigarettes (Q.7a)	(62) #	(17) #	(17) #	(28) #	(15) #	(13) #
<i>Yes, have an approach/plan</i>	28	5	9	14	3	11
Whether or not plan to use any of the following quitting aids, therapies, sources of information to quit or to stay away from cigarettes*** (Q.7b)	(62) #	(17) #	(17) #	(28) #	(15) #	(13) #
<i>Nicotine replacement patch</i>	19	4	9	6	4	2
<i>Nicotine replacement gum (e.g., Nicorette)</i>	17	3	6	8	5	3
<i>Prescription medication (e.g., Zyban)</i>	9	1	2	6	2	4
<i>Advice from a health professional (doctor or nurse)</i>	15	2	5	8	6	2
<i>Acupuncture</i>	3	—	1	2	—	2
<i>Books, manuals, pamphlets</i>	14	2	3	9	6	3
<i>Audiotapes, videotapes, CDs, DVDs</i>	2	—	—	2	1	1
<i>Online resources</i>	9	1	3	5	4	1
<i>A smoker's helpline</i>	7	—	3	4	2	2
<i>None of these</i>	19	9	2	8	5	3

*** Because some participants gave multiple reasons, the numbers add to more than the total number of participants

OTHER AIDS FOR HOW TO QUIT/STAY AWAY FROM CIGARETTES

	TOTAL	Students	Parents	Total Other Smokers		
				Total	18-24	25-34
Other quitting aids, therapies, sources of information to quit or to stay away from cigarettes noted by participants (Q.7c)	(62) #	(17) #	(17) #	(28) #	(15) #	(13) #
<i>Will power</i>	9	3	1	5	3	2
<i>Go cold turkey</i>	3	3	—	—	—	—
<i>Chew plain gum/candies/chew toothpicks</i>	3	1	1	1	1	—
<i>More physical activity each day</i>	3	—	—	3	—	3

7 pages

APPENDIX 3: Study Materials

ENGLISH:
Study Materials

CESSATION RESOURCES FOCUS GROUP SCREENER

Hello, I'm _____ of R.I.S. Christie, a marketing research company. We are organizing a research project on behalf of the Government of Canada, with people between the ages of 18 and 34. In our business of marketing research, we are frequently asked by our clients in business, government and industry to gather opinions from people such as yourself. What happens is this. An individual like yourself is chosen to sit down with several others and give ideas and opinions. We are having a few of these sessions, and would be interested in having you participate.

The discussion will be about some communications materials that are being developed.

Your participation is voluntary, and everything you say will be kept confidential. Thank you for your cooperation.

I need to ask you a few questions to see if you fit the profile of the type of people we are looking for in this research.

0) **Record gender:**

Male	1	→ Monitor quotas
Female	2	

1) First of all, do you or anyone else in your household work for . . . ? **(Read list)**

	<u>No</u>	<u>Yes</u>	
A marketing research firm	()	()	
An advertising agency, graphic design firm or print production company	()	()	
A magazine or newspaper	()	()	
A radio or television station	()	()	
A public relations company	()	()	
A marketing company or department	()	()	
The federal or provincial government	()	()	
In the healthcare industry	()	()	
In the tobacco industry	()	()	

If "yes" to any, thank and terminate

2) We would like to talk to people in different age groups. Into which one of the following groups should I place you? **(Read List)**

Under 18	1	→ Thank and terminate
18 - 21	2	} Qualifies
21-24	3	
25 - 29	4	
30 - 34	5	
35 or over	7	→ Thank and terminate

3a) At the present time, do you smoke cigarettes, either manufactured or roll-your-own?

- Yes, smoke 1
 No, don't smoke 2 → **Thank and terminate**

3b) Do you smoke every day or just occasionally?

- Every day 1 } **Monitor quotas**
 Occasionally 2 }

3c) In the next 6 months or so, are you seriously considering quitting smoking?

- Yes, considering 1 } **Monitor quotas**
 No, not considering 2 }

4a) In September of this year, will you be attending either a college or university?

- Yes, college 1
 Yes, university 2
 No, neither 3 → **Go to Q.5a**

4b) Which college or university will you be attending?

4c) And what year will you be in?

GO TO Q.11a

5a) What is your current family status?

- Married or living common-law 1
 Single/separated/divorced/widowed 2

5b) How many, if any, children do you have living with you at home?

- 1 1 } **Go to Instruction before Q. Q.6a**
 2 2 }
 3 or more 3 }
 None 2 → **Go to Instruction before Q. Q.7a**

IF FEMALE, ASK Q.6a; IF MALE, ASK Q.6b

- 6a) We need to include a cross-section of women in our sessions, those who already have children and are either currently pregnant or are planning to become pregnant in the next year or so. Are you currently pregnant or do you think you may become pregnant in the next year or so?

Currently pregnant	1	
May become pregnant in next year or so	2	Monitor quotas; go to Q.8
Not pregnant/do not plan to become pregnant in next year or so	3	

- 6b) We need to include a cross-section of parents in our sessions, those who already have children and those whose partners are either currently pregnant or are planning to become pregnant in the next year or so? Is your partner currently pregnant or planning to become pregnant in the next year or so?

Currently pregnant	1	
Planning to become pregnant in next year or so	2	Monitor quotas; go to Q.8
Not pregnant/do not plan to become pregnant in next year or so	3	

IF FEMALE, ASK Q.7a; IF MALE, ASK Q.7b

- 7a) We need to include a cross-section of women in our sessions, those who are either currently pregnant or are planning to become pregnant in the next year or so. Are you currently pregnant or do you think you may become pregnant in the next year or so?

Currently pregnant	1	Monitor quotas; go to Q.8
May become pregnant in next year or so	2	
Not pregnant/do not plan to become pregnant in next year or so	3	Qualifies for "Other Smoker" Group

- 7b) We need to include a cross-section of men in our sessions, those whose partners are either currently pregnant or are planning to become pregnant in the next year or so. Is your partner currently pregnant or planning to become pregnant in the next year or so?

Currently pregnant	1	Monitor quotas; continue
Planning to become pregnant in next year or so	2	
Not pregnant/do not plan to become pregnant in next year or so	3	Qualifies for "Other Smoker" Group

NOTE: IF QUOTA FOR PARENT/PREGNANT GROUP FILLED, PARTICIPANT QUALIFIES FOR "OTHER SMOKER" GROUP

8) What is the highest level of education you have received? **(Do not read list)**

- | | |
|-----------------------------------|---|
| Some high school or less | 1 |
| Completed high school | 2 |
| Post-secondary technical training | 3 |
| Some college/university | 4 |
| Completed college/university | 5 |
| Post-graduate studies | 6 |

9a) Are you currently in the paid labour force?

- | | | | |
|-----|------------------------|---|-----------------------------------|
| Yes | Is thatFull-time | 1 | } Monitor quotas; ask Q.9b |
| | or
Part-time | 2 | |
| No | | 3 | → Go to Q.10 |

9b) And what is your occupation -- that is, the type of work you do and the type of company you work for?

(Type of work)
(Check against exclusions in Q.1)

(Type of company)

10) We would like to talk to a cross-section of people with different income levels. Which ONE of the following categories best describes your 2003 total household income before taxes? **(Read list)**

- | | |
|---------------------|---|
| Under \$20,000 | 1 |
| \$20,000 - \$39,000 | 2 |
| \$40,000 - \$59,000 | 3 |
| \$60,000 - \$79,000 | 4 |
| \$80,000 or over | 5 |

11a) As I mentioned to you earlier, we are organizing some discussion groups among people like yourself. Have you ever taken part in such discussion groups?

- | | |
|-----|------------------------|
| Yes | 1 |
| No | 2 → Go to Q. 12 |

11b) And when was the last time you attended a discussion group?

- | | |
|-----------------------------------|--------------------------------|
| 12 months ago or less | 1 → Thank and terminate |
| OR more than 12 months ago | 2 |

11c) What topics have you ever discussed?

(If related to smoking thank and terminate)

12) Sometimes participants in the discussion session are asked to write out their answers to a questionnaire, or read descriptions of ideas for various products or services. Would you feel comfortable doing that?

Yes 1

No 2 → Thank and terminate

Thank you. We would like to invite you to participate in one of our group discussions. Refreshments will be provided, and you will be paid \$75 for your participation. The discussion will last 2½ hours, and will be held (give date/time/location, then go to "Name/Address").

<u>City/Date:</u>	<u>Location:</u>	<u>Type of Group:</u>	<u>Time:</u>
Toronto <i>Thurs., Aug. 12</i>	Consumer Vision 1255 Bay Street Suite 300	Other Smokers (25-34)	6:00 – 8:30 P.M. ()
Kitchener <i>Tues., Aug. 17</i>	PMG Consulting 98 King Street South	Students Other Smokers (25-34)	5:30 – 8:00 P.M. () 8:00 – 10:30 P.M. ()
Toronto <i>Wed., Aug. 18</i>	Consumer Vision 1255 Bay Street Suite 300	Parents Other Smokers (18-24)	5:30 – 8:00 P.M. () 8:00 – 10:30 P.M. ()
Halifax <i>Thurs., Aug. 19</i>	Corporate Research Associates Inc. 1 Maritime Place Suite 700	Other Smokers (25-34) Students	5:30 – 8:00 P.M. () 8:00 – 10:30 P.M. ()
Calgary <i>Tues., Aug. 24</i>	Qualitative Coordination 707 – 10 th Avenue S.W. Suite 120	Other Smokers (18-24) Parents	5:30 – 8:00 P.M. () 8:00 – 10:30 P.M. ()
Montreal <i>Tues., Aug. 24</i>	Head Research Inc. 1610 Ste. Catherine Ouest Bureau 411	Other Smokers (18-24)	6:00 – 8:30 P.M. ()
Montreal <i>Wed., Aug. 25</i>	Head Research Inc. 1610 Ste. Catherine Ouest Bureau 411	Students Parents	5:30 – 8:00 P.M. () 8:00 – 10:30 P.M. ()

"Name/Address" Section

Someone from our office will be calling you back to confirm these arrangements. Could I please have your name and phone number where we can reach you during the evening and during the day?

Name: _____

Address: _____

Evening phone: _____ **Work phone:** _____

Thank you very much!

Recruited by: _____

Confirmed by: _____

Please take a few minutes now to complete this questionnaire before the discussion group starts

- 1) How many times, if at all, have you tried to quit smoking in the past? PLEASE "X" ONE BOX BELOW

<i>Never</i>	☐	→ GO TO QUESTION 5
<i>Once</i>	☐	
<i>Twice</i>	☐	
<i>3 times</i>	☐	
<i>4 times</i>	☐	
<i>5 or more times</i>	☐	

- 2a) What were the main reasons you tried to quit smoking in the past? PLEASE BE AS DETAILED AS POSSIBLE IN YOUR ANSWER

- 2b) In the past, did anyone or anything play a role in convincing you to stop smoking?

<i>Yes</i>	☐	<i>No</i>	☐
------------	--------------------------	-----------	--------------------------

- 2c) If yes, please write in below *who* or *what* played a role in convincing you to stop smoking and the reasons *why*. PLEASE BE AS DETAILED AS POSSIBLE IN YOUR ANSWER

The following questions are about how you went about quitting *in the past*.

- 3a) Did you have an approach or a plan for how to quit or stay away from cigarettes?

<i>Yes</i>	☐	<i>No</i>	☐
------------	--------------------------	-----------	--------------------------

- 3b) Which of the following quitting aids, therapies or sources of information did you use to quit or stay away from cigarettes? **PLEASE PUT AN "X" FOR EACH ONE LISTED TO INDICATE WHETHER OR NOT YOU USED IT**

<u>TYPE</u>	<u>USED</u>	<u>DID NOT USE</u>
<i>Nicotine replacement patch</i>	[]	[]
<i>Nicotine replacement gum (e.g., Nicorette)</i>	[]	[]
<i>Prescription medication (e.g., Zyban)</i>	[]	[]
<i>One-on-one counseling with a therapist</i>	[]	[]
<i>A support group</i>	[]	[]
<i>Acupuncture</i>	[]	[]
<i>Books, manuals, pamphlets</i>	[]	[]
<i>Audiotapes, videotapes, CDs, DVDs</i>	[]	[]
<i>Advice from a health professional (doctor or nurse)</i>	[]	[]
<i>A smoker's helpline</i>	[]	[]
<i>Online resources</i>	[]	[]

- 3c) Please write in below any other quitting aids, therapies or sources of information you used to quit or stay away from cigarettes.

- 4a) Approximately how long did your most successful attempt to quit smoking last?

- 4b) What made you start smoking again? **PLEASE BE AS DETAILED AS POSSIBLE IN YOUR ANSWER**

- 5) *In the next 6 months or so, are you seriously thinking about quitting smoking cigarettes?*

Yes	[]	→ GO TO INSTRUCTION AT BOTTOM OF THIS PAGE
No	[]	

- 6a) For what reasons are you seriously considering quitting smoking cigarettes in the next 6 months or so? **PLEASE BE AS DETAILED AS POSSIBLE IN YOUR ANSWER**

6b) This time, did anyone or anything play a role in convincing you to stop smoking?

Yes	[]		No	[]
-----	-----	--	----	-----

6c) If yes, please write in below *who* or *what* played a role in convincing you to stop smoking this time and the reasons *why*. **PLEASE BE AS DETAILED AS POSSIBLE IN YOUR ANSWER**

The following questions are about how you plan to quit smoking *this time*.

7a) Do you have an approach or a plan for how to quit or stay away from cigarettes?

Yes	[]		No	[]
-----	-----	--	----	-----

7b) Which of the following quitting aids, therapies or sources of information do you plan to use to quit or stay away from cigarettes? **PLEASE PUT AN "X" FOR EACH ONE LISTED TO INDICATE WHETHER OR NOT YOU PLAN TO USE IT**

<u>TYPE</u>	<u>PLAN TO USE</u>	<u>DO NOT PLAN TO USE</u>
Nicotine replacement patch	[]	[]
Nicotine replacement gum (e.g., Nicorette)	[]	[]
Prescription medication (e.g., Zyban)	[]	[]
One-on-one counseling with a therapist	[]	[]
A support group	[]	[]
Acupuncture	[]	[]
Books, manuals, pamphlets	[]	[]
Audiotapes, videotapes, CDs, DVDs	[]	[]
Advice from a health professional (doctor or nurse)	[]	[]
A smoker's helpline	[]	[]
Online resources	[]	[]

7c) Please write in below any other quitting aids, therapies or sources of information you plan to use to quit or stay away from cigarettes.

Thank you for answering these questions. Please bring the questionnaire with you in to the group discussion session.

9 pages

Moderator's Guide

1) Introduction (5 minutes)

- a) **Introduce self, and explain purpose of research:** This research is being sponsored by the Government of Canada, specifically by Health Canada. We are going to talk a little bit about smoking and quitting smoking. We will then look at some materials available from Health Canada and get your reaction.
- b) **Review group discussion procedures**
 - Role of moderator
 - No right or wrong answers
 - Confidentiality: names will not appear in reports
 - Audio-taping
 - One-way mirror and presence of observers
- c) **Participant self-introductions:** first name

2) Quitting Smoking History and Resources (30 minutes)

- 1 How many of you have ever tried to quit smoking in the past?
Those who have tried to quit in the past
 - 2 -- How many times?
 - 3 -- What were the main reasons you tried to quit in the past?
 - 4 -- What made you start smoking again?
 - 5ab -- How many of you answered 'yes' to Q.3a, that is you had a plan or approach to quitting? *5a*
Probe: Please describe this plan or approach *5a*
 - 6a→e -- How many of you used any of quitting aids, therapies or sources of information listed in Q.3b? *6a*
Moderator will take a hand count for each type
Probe: For those who checked online resources, which ones? *6b* Were they useful? *6c*
Did anyone add anything to this list by writing in something in Q.3c? *6d*
(If yes): What did you write in? *6e*
- 7 How many of you are seriously thinking of quitting in the next 6 months or so?
Instruction Moderator will take a hand count and start discussion with those who are not seriously considering quitting.
Those not considering quitting
 - 8 -- Why not?
 - 9 -- What would motivate you to try to quit smoking?
Those not considering quitting
 - 10ab -- How many of you answered 'yes' to Q.7a, that is you had a plan or approach to quitting? *10a*
Probe: Please describe this plan or approach *10b*

FOR PARENTS GROUP ONLY IF NOT MENTIONED SPONTANEOUSLY:

Everyone in the room today either has children or is planning to start a family in the near future.

- 11 • Has starting a family changed the way you think about your smoking or changed your smoking behaviour?
- 12 • Do you plan to make any changes in your smoking because of your family?

ALL PARTICIPANTS:

- 13a-e • Do you know where or how to find information about services or programs to help smokers quit? 13a
- Where would you look first and why? 13b
- Where else would you look? 13c 13d
- Probe:** Would you look online? Where and how? 13e

FOR PSE GROUP ONLY:

- 14ab • Are you aware of any resources to help you quit smoking through your school or on campus? 14a
By resources I mean the types of quitting aids, therapies or information listed on the questionnaire you filled in before the start of the group. 14b
- 15ab • Would it be useful to you to have access to these type of resources on campus? 15a
- Probe:** Which ones or types of resources would be most useful to you and why? 15b

FOR PARENTS AND OTHER SMOKER GROUPS:

- 16ab • For those who are employed outside the home, are you aware of any resources to help you quit smoking at your place of work? 16a
By resources I mean the types of quitting aids, therapies or information listed on the questionnaire you filled in before the start of the group. 16b
- 17ab • Would it be useful to you to have access to these type of resources at your workplace? 17a
- Probe:** Which ones or types of resources would be most useful to you and why? 17b

3) Initial Review of Brochure *On the Road to Quitting* (15 minutes)

Instruction: Health Canada has developed a booklet designed to help people quit smoking. Before going through the booklet in detail, I first want to get your overall impression of it. To do that, I'm going to give you about 2 minutes to leaf through it. Then I will ask you a number of questions about it such as (SHOW CHART AND REVIEW QUESTIONS)

- 18 -- Based on your first impression, how useful do you think the information will be to you personally?
- Very useful
- Fairly useful
- Not particularly useful
- Not at all useful
- 19 -- Based on your first impression what, if anything, do you particularly like about this booklet?
- 20 -- What, if anything do you particularly not like about this booklet?

Instruction

Please feel free to make any notes on the pad in front of you about whatever catches your attention positively or negatively.

Request no talking while people are reviewing the brochure.

- 21 ab a) How many of you have seen this booklet before? ^{21a} If seen: ^{21b} Where and how?
- 22 b) What were your thoughts and feelings as you reviewed this publication?
- 23 abc c) Do votes on perceived usefulness; and ask people to explain their answers ^{23a} → ^{23b}
- Probe:** Based on your first impression is the information in this booklet relevant to you personally? Why or why not? ^{23c}
- 24 a → e d) Particular likes and dislikes ^{24a}
- Probe:** Organization of information ^{24b}
 Layout, graphics, colour, pictures ^{24c}
 Length, size of print ^{24d}
 Size of publication ^{24e}

4) Participant Review of *On the Road to Quitting* Sections 1-5 (10 minutes)

Now I'm going to ask you to read through the booklet in detail. First of all, I will ask you to review Sections 1-5, from the beginning of the booklet to the end of page 12. Once you have done that we will talk about your opinions and reactions to these sections.

- I'm going to give you about 10 minutes to review these 12 pages
- When you are finished, I'm going to ask you to fill in a brief questionnaire on your impressions (HAND OUT QUESTIONNAIRE 'A' AND REVIEW QUESTIONS)

Instructions

To help you highlight anything you want focus on in the discussion: please use:

Please use the **green** pen to underline or highlight anything you particularly like in these sections of the booklet.

The **red** pen is for anything you dislike or have any concerns about (it is hard to understand or you don't believe it, etc.).

- Request no talking while people are reading the brochure and completing the questionnaire
- On the questionnaire itself, don't worry about spelling, legibility, etc.; this is just to give everyone an opportunity to put thoughts down on paper

5) Discussion of *On the Road to Quitting* Sections 1-5 (25 minutes)

- 25a b a) Do votes on Q.1 from Questionnaire; and ask people to list and explain the 3 most useful pieces of information, starting with those least positive in Q.1. ^{25a} Probe: Was there anything else you found to be particularly useful? ^{25b}
- 26 abc b) Particular likes, new learning and dislikes ^{26a}
- Probe:** Ease of reading ^{26b}
 Organization of information ^{26c}
- 27 ab c) Re Q.5: Anything unclear, confusing or hard to believe in what you have just read? Did you underline any parts of the document? ^{27a} ^{27b}
- 28 d) Re Q.6: How could these sections be made more effective and more useful?

6) Review of *On the Road to Quitting* Sections 6 to the end (20 minutes)

Now I'm going to ask you to read through the rest of the booklet, from Section 6 to the end. And as before, once you have done that we will talk about your opinions and reactions to these sections.

- Instructions*
- I'm going to give you about 20 minutes to review these sections.
 - When you are finished, I'm going to ask you to fill in a brief questionnaire on your impressions (HAND OUT QUESTIONNAIRE 'B' AND REVIEW QUESTIONS)
 - Again, please feel free to make any notes/underline whatever catches your attention positively or negatively by using the green and red pens as previously.
 - Reminder re no talking while people are reading the brochure and completing the questionnaire

7) Discussion of *On the Road to Quitting* Sections 6 to the end (35 minutes)

- 29ab* a) Do votes on Q.1 from Questionnaire; and ask people to list and explain the 3 most useful pieces of information, starting with those least positive in Q.1. . Probe: Was there anything else you found to be particularly useful? *29a* *29b*

- 30abc* b) Particular likes, new learning and dislikes *30a*
Probe: Ease of reading *30b*
 Organization of information *30c*

- 31ab* c) Re Q.5: Anything unclear, confusing or hard to believe in what you have just read? Did you underline any parts of the document? *31a* *31b*

- 32* d) Re Q.6: How could these sections be made more effective and more useful?

- 33a → e* e) Now that we've reviewed the whole booklet, for you personally would this document be useful in helping you quit smoking? *33a*

Probe: Why or why not *33b*

Is what they have outlined here a credible approach or plan to quit smoking? *33c*

Why or why not? *33d*

Is this relevant to you personally *33e*

8) Reaction to Online Quit Smoking Program (20 minutes)

Health Canada is considering developing an interactive online resource to help people in your age group quit smoking. The following is a description of how this program might work. I'm interested in whether or not this idea appeals to you, and how many of you would be interested in trying this type of program. (HAND OUT CONCEPT)

- 34* a) Do votes on how many would be interested in trying this type of program

- 35* b) Probe for reasons for interest or lack of interest, starting with those who are interested.

QUESTIONNAIRE "A"

- 1) Overall, how useful is the information in these sections to you personally? (Please "X" one below)

<i>Very useful</i>	[]
<i>Fairly useful</i>	[]
<i>Not particularly useful</i>	[]
<i>Not at all useful</i>	[]

- 2) Regardless of how you answered the previous question, please write down the three most useful pieces of information you got from these sections.

1) _____

2) _____

3) _____

- 3) What, if anything, did you particularly like about these sections of the booklet? Please make sure to highlight these things using the green pen.

- 4) What, if anything, did you not like about these sections of the booklet? Please make sure to highlight these things using the red pen.

- 5) Is there anything that was unclear, confusing, or hard to believe? If so, please underline those parts using the red pen.

- 6) Please make note of any suggestions you have that could make these sections more effective and more useful:

QUESTIONNAIRE "B"

- 1) Overall, how useful is the information in these sections to you personally? (Please "X" one below)

<i>Very useful</i>	[]
<i>Fairly useful</i>	[]
<i>Not particularly useful</i>	[]
<i>Not at all useful</i>	[]

- 2) Regardless of how you answered the previous question, please write down the three most useful pieces of information you got from these sections.

1) _____

2) _____

3) _____

- 3) What, if anything, did you particularly like about these sections of the booklet? Please make sure to highlight these things using the green pen.

- 4) What, if anything, did you not like about these sections of the booklet? Please make sure to highlight these things using the red pen.

- 5) Is there anything that was unclear, confusing, or hard to believe? If so, please underline those parts using the red pen.

- 6) Please make note of any suggestions you have that could make these sections more effective and more useful:

ONLINE INTERACTIVE QUIT SMOKING PROGRAM

The proposed self-help program to help young adults quit smoking would be a 4 week, 4 step on-line program. Under each of the 4 steps, there would be 3-5 activities that the user goes through to create knowledge, build skills and practice quitting.

The user is first asked to fill out a profile about their own smoking. The profile will explore issues such as:

- ✓ the user's history of smoking
- ✓ smoking environments
- ✓ relationships, habits, beliefs, fears, etc.

The profile will then tailor information for the user based on how they answered the questions. At this point, the user has the option of registering for the on-line program.

The on-line program would last approximately 4 weeks, with the user returning to the on-line program 3-5 times per week (10-20 minutes per visit) to complete activities, including:

- ✓ tracking their smoking habits
- ✓ testing their knowledge
- ✓ brainstorming their smoking triggers and,
- ✓ getting help to cope with withdrawal.

Each time the user interacts with the program, any information they enter is stored in their profile, and can be accessed later on in the program.

One goal of this one-month program is to help the smoker understand their smoking habit, including why and where they smoke. Another goal is to help the smoker to begin building skills helpful for quitting smoking, and to help them practice cutting down and quitting smoking in preparation for their quit date.

3 pages

FRENCH:
Study Materials

QUESTIONNAIRE DE SÉLECTION DU GROUPE DE DISCUSSION RELATIVEMENT AUX RESSOURCES DE CESSATION

Bonjour. Je m'appelle _____ et je travaille pour R.I.S. Christie, une société de recherche en marketing. Nous organisons un projet de recherche au nom du Gouvernement du Canada, auprès de personnes âgées entre 18 et 34 ans. Dans notre domaine de recherche en marketing, nos clients des secteurs commerciaux, gouvernementaux et industriels nous demandent fréquemment de recueillir les opinions de gens comme vous. Ce qui se passe est ceci : nous demanderons à des personnes, comme vous de venir discuter avec d'autres personnes et de nous faire part d'idées et d'opinions. Nous organisons quelques-unes de ces séances et nous serions intéressés à votre participation.

La discussion portera sur certains documents de communication qui sont présentement en développement.

Votre participation est entièrement volontaire et tout ce que vous direz sera gardé confidentiel. Merci de votre coopération.

Je dois tout d'abord vous poser quelques questions pour voir si vous correspondez au profil du type de personnes que nous recherchons dans le cadre de cette recherche.

0) **Inscrivez le sexe :**

Homme	1	→	Surveillez les quotas
Femme	2		

1) Tout d'abord, est-ce que vous, ou toute autre personne de votre foyer, travaillez dans l'un des domaines suivants ? (**Lisez la liste**)

	<u>Non</u>	<u>Oui</u>	
une firme d'études de marché	()	()	
une agence de publicité, une firme de graphisme ou une imprimerie	()	()	
une revue ou un journal	()	()	
une station de radio ou de télévision	()	()	
une firme de relations publiques	()	()	
un service ou une entreprise de marketing	()	()	
le gouvernement fédéral ou provincial	()	()	
le secteur des soins de santé	()	()	
le secteur du tabac	()	()	

**Si « oui » à un,
remerciez et terminez**

- 2) Nous aimerions parler à des personnes d'âges variés. Dans **quel** groupe d'âges, parmi les suivants, devrais-je vous placer ? (**Lisez la liste**)

Moins de 18 ans	1	→	Remerciez et terminez
Entre 18 et 21 ans	2	}	Admissible
Entre 21 et 24 ans	3		
Entre 25 et 29 ans	4		
Entre 30 et 34 ans	5		
35 ans ou plus	7	→	Remerciez et terminez

- 3a) Fumez-vous présentement des cigarettes, soit celles faites à l'usine ou celles que vous roulez vous-même ?

Oui, fume	1	
Non, ne fume pas	2	→ Remerciez et terminez

- 3b) Fumez-vous tous les jours ou seulement à l'occasion ?

Tous les jours	1	}	Surveillez les quotas
À l'occasion	2		

- 3c) Songez-vous sérieusement à cesser de fumer au cours d'environ 6 prochains mois ?

Oui	1	}	Surveillez les quotas
Non	2		

- 4a) En septembre de cette année, étudierez-vous dans un collège ou une université ?

Oui, collège	1	
Oui, université	2	
Non, ni l'un ni l'autre	3	→ Allez à Q.5a

- 4b) Dans quel collège ou quelle université étudierez-vous ?

- 4c) Et en quelle année d'études serez-vous ?

ALLEZ À Q.11a

- 5a) Quelle est votre situation de familiale actuelle ?

Marié(e) ou conjoint(e) de fait	1
Célibataire / séparé(e) / divorcé(e) / veuf (veuve)	2

5b) Combien d'enfants, s'il y a lieu, habitent avec vous à la maison ?

- | | | |
|-----------|---|--|
| 1 | 1 | } Allez aux directives avant Q.6a |
| 2 | 2 | |
| 3 ou plus | 3 | |
| Aucun | 2 | → Allez aux directives avant Q.7a |

SI FEMME, POSEZ Q.6a; SI HOMME, POSEZ Q.6b

6a) Nous devons inclure un groupe représentatif de femmes dans nos séances; celles qui ont déjà des enfants et qui sont présentement enceintes ou prévoient le devenir au cours de la prochaine année environ. Êtes-vous présentement enceinte ou croyez-vous que vous pourriez tomber enceinte au cours d'environ la prochaine année ?

- | | | |
|---|---|---|
| Présentement enceinte | 1 | Surveillez les goutas; allez à Q.8 |
| Pourrait tomber enceinte durant environ la prochaine année | 2 | |
| Pas enceinte / ne prévoit pas tomber enceinte au cours d'environ la prochaine année | 3 | |

6b) Nous devons inclure un groupe représentatif de parents dans nos séances; ceux qui ont déjà des enfants et ceux dont la partenaire est présentement enceinte ou prévoit le devenir enceinte au cours d'environ la prochaine année. Votre partenaire est-elle présentement enceinte ou prévoit-elle tomber enceinte au cours d'environ la prochaine année ?

- | | | |
|---|---|---|
| Présentement enceinte | 1 | Surveillez les goutas; allez à Q.8 |
| Prévoit tomber enceinte durant environ la prochaine année | 2 | |
| Pas enceinte / ne prévoit pas tomber enceinte au cours d'environ la prochaine année | 3 | |

SI FEMME, POSEZ Q.7a; SI HOMME, POSEZ Q.7b

7a) Nous devons inclure un groupe représentatif de femmes dans nos séances; celles qui sont présentement enceintes ou qui prévoient le devenir enceintes au cours d'environ la prochaine année. Êtes-vous présentement enceinte ou croyez-vous que vous pourriez tomber enceinte au cours d'environ la prochaine année ?

- | | | |
|--|---|--|
| Présentement enceinte | 1 | } Surveillez les goutas; allez à Q.8 |
| Pourrait tomber enceinte la prochaine année environ | 2 | |
| Pas enceinte / ne prévoit pas tomber enceinte au cours de la prochaine année environ | 3 | → Admissible au groupe « Autre fumeur » |

- 7b) Nous devons inclure un groupe représentatif d'hommes dans nos séances, soit ceux dont la partenaire est présentement enceinte ou prévoit le devenir enceinte au cours d'environ la prochaine année. Votre partenaire est-elle présentement enceinte ou prévoit-elle tomber enceinte au cours d'environ la prochaine année ?

Présentement enceinte

1

Prévoit tomber enceinte durant environ la prochaine année

2

**Surveillez les quotas;
continuez**

Pas enceinte / ne prévoit pas tomber enceinte au cours d'environ la prochaine année

3

Admissible au groupe « Autre fumeur »

NOTA : SI LE QUOTA DU GROUPE PARENTS/ENCEINTE EST PLEIN, LE PARTICIPANT EST ADMISSIBLE AU GROUPE « AUTRE FUMEUR ».

- 8) Quel est le niveau de scolarité le plus élevé que vous avez atteint ? **(Ne lisez pas la liste)**

École secondaire en partie ou moins

1

École secondaire complétée

2

Formation technique post-secondaire

3

Collège / université en partie

4

Collège / université complété(e)

5

Études de cycles supérieurs

6

- 9a) Travaillez-vous présentement avec salaire ?

Oui Est-ce ... à temps plein

1

ou

à temps partiel

2

**Surveillez les quotas;
posez Q.9b**

Non

3

Allez à Q.10

- 9b) Et quelle est votre profession – autrement dit, le genre de travail que vous faites et le genre de compagnie pour laquelle vous travaillez ?

(Genre de travail)

(Vérifiez avec les exclusions à Q.1)

(Genre de compagnie)

- 10) Nous aimerions parler à un groupe représentatif de personnes ayant différents niveaux de revenu. QUELLE catégorie, parmi les suivantes, décrit le mieux le revenu total de 2003 de votre ménage avant impôts ? (**Lisez la liste**)

Moins de 20 000 \$	1
Entre 20 000 et 39 000 \$	2
Entre 40 000 et 59 000 \$	3
Entre 60 000 et 79 000 \$	4
80 000 \$ ou plus	5

- 11a) Comme je vous l'ai mentionné plus tôt, nous organisons quelques groupes de discussion avec des gens comme vous. Avez-vous déjà participé à de tels groupes de discussion ?

Oui 1
Non 2 —————> **Allez à Q. 12**

- 11b) À quand remonte la dernière fois que vous avez participé à un groupe de discussion ?

Il y a 12 mois ou moins 1 —————> **Remerciez et terminez**
OU il y a plus de 12 mois 2

- 11c) De quels sujets avez-vous déjà discuté?

(Si le sujet se rapporte au tabagisme, remerciez et terminez)

- 12) On demande quelques fois aux participants à la séance de discussion d'écrire leurs réponses à un questionnaire ou de lire des descriptions d'idées de divers produits ou services. Vous sentiriez-vous à l'aise de faire cela ?

Oui 1
Non 2 —————> **Remerciez et terminez**

Merci. Nous aimerions vous inviter à participer à l'une de nos discussions de groupe. Des rafraîchissements seront servis et vous recevrez 75 \$ pour votre participation. La discussion durera 2 heures et 30 minutes et aura lieu à (donnez la date/l'heure/l'endroit, puis allez à « Nom/Adresse »).

<u>Ville/Date :</u>	<u>Endroit :</u>	<u>Type de groupe :</u>	<u>Heure :</u>
Toronto <i>Jeudi 12 août</i>	Consumer Vision 1255 Bay Street Bureau 300	Autres fumeurs (25-34)	18 h – 20 h 30 ()
Kitchener <i>Mardi 17 août</i>	PMG Consulting 98 King Street South	Étudiants Autres fumeurs (25-34)	17 h 30 – 20 h () 20 h – 22 h 30 ()
Toronto <i>Merc., 18 août</i>	Consumer Vision 1255 Bay Street Bureau 300	Parents Autres fumeurs (18-24)	17 h 30 – 20 h () 20 h – 22 h 30 ()
Halifax <i>Jeudi, 19 août</i>	Corporate Research Associates Inc. 1 Maritime Place Bureau 700	Autres fumeurs (25-34) Étudiants	17 h 30 – 20 h () 20 h – 22 h 30 ()
Calgary <i>Mardi, 24 août</i>	Qualitative Coordination 707 – 10 th Avenue S.W. Bureau 120	Autres fumeurs (18-24) Parents	17 h 30 – 20 h () 20 h – 22 h 30 ()
Montréal <i>Mardi, 24 août</i>	Head Research Inc. 1610, Ste-Catherine Ouest Bureau 411	Autres fumeurs (18-24)	18 h – 20 h 30 ()
Montréal <i>Merc., 25 août</i>	Head Research Inc. 1610, Ste-Catherine Ouest Bureau 411	Étudiants Parents	17 h 30 – 20 h () 20 h – 22 h 30 ()

Section « Nom/Adresse »

Une personne de notre bureau vous téléphonera pour confirmer ces détails. Pourriez-vous me dire votre nom et votre numéro de téléphone où nous pouvons communiquer avec vous le soir et le jour?

Nom: _____

Adresse: _____

Téléphone le soir: _____ **Téléphone au travail** _____

Merci beaucoup !

Recruté par: _____

Confirmé par: _____

Questionnaire avant le groupe

Veillez prendre quelques instants maintenant pour répondre à ce questionnaire avant le début du groupe de discussion.

- 1) Combien de fois, s'il y a lieu, avez-vous tenté de cesser de fumer dans le passé? **VEUILLEZ COCHER D'UN « X » UNE CASE CI-DESSOUS**

<i>Jamais</i>	[]	→ ALLEZ À QUESTION 5
<i>Une fois</i>	[]	
<i>Deux fois</i>	[]	
<i>3 fois</i>	[]	
<i>4 fois</i>	[]	
<i>5 fois ou plus</i>	[]	

- 2a) Quelles étaient les principales raisons qui vous ont incité à tenter de cesser de fumer dans le passé ?
VEUILLEZ DONNER LE PLUS DE DÉTAILS POSSIBLES DANS VOTRE RÉPONSE

- 2b) Dans le passé, est-ce que quelqu'un ou quelque chose a joué un rôle pour vous convaincre de cesser de fumer ?

Oui [] *Non* []

- 2c) Si « oui », veuillez écrire ci-dessous qui ou quoi a joué un rôle pour vous convaincre de cesser de fumer et les raisons (*pourquoi*). **VEUILLEZ DONNER LE PLUS DE DÉTAILS POSSIBLES DANS VOTRE RÉPONSE**

Les questions suivantes portent sur la manière dont vous avez cessé de fumer *dans le passé*.

- 3a) Aviez-vous un plan ou une méthode à suivre pour vous aider à cesser de fumer ou pour vous tenir éloigné(e) de la cigarette ?

Oui [] *Non* []

Questionnaire avant le groupe

- 3b) Quels aides ou outils, traitements ou sources d'information pour cesser de fumer avez-vous utilisés pour cesser de fumer ou vous tenir éloigné(e) de la cigarette ? **VEUILLEZ COCHER D'UN « X » CHAQUE ITEM ÉNUMÉRÉ POUR INDiquer SI VOUS L'AVEZ UTILISÉ OU NON**

<u>TYPE</u>	<u>UTILISÉ</u>	<u>N'A PAS UTILISÉ</u>
<i>Patch / timbre de nicotine</i>	[]	[]
<i>Gomme de nicotine (par ex. : Nicorette)</i>	[]	[]
<i>Médicament d'ordonnance (par ex. : Zyban)</i>	[]	[]
<i>Counselling personnel avec un thérapeute</i>	[]	[]
<i>Un groupe de soutien</i>	[]	[]
<i>Acupuncture</i>	[]	[]
<i>Livres, manuels, dépliants</i>	[]	[]
<i>Audiocassettes, vidéocassettes, CD, DVD</i>	[]	[]
<i>Conseils d'un professionnel de la santé (médecin ou infirmière)</i>	[]	[]
<i>Une ligne d'aide pour fumeurs</i>	[]	[]
<i>Ressources en ligne</i>	[]	[]

- 3c) Veuillez inscrire ci-dessous tous les autres outils ou aides, traitements ou sources d'information que vous avez utilisés pour cesser de fumer ou vous tenir éloigné(e) de la cigarette.

- 4a) Environ combien de temps votre tentative la plus réussie pour cesser de fumer a-t-elle duré ?

- 4b) Qu'est-ce qui vous a incité à recommencer à fumer ? **VEUILLEZ DONNER LE PLUS DE DÉTAILS POSSIBLES DANS VOTRE RÉPONSE**

- 5) Au cours des 6 prochains mois environ, songerez-vous sérieusement à cesser de fumer la cigarette ?

Oui []
Non []

→ **ALLEZ AUX DIRECTIVES AU BAS DE CETTE PAGE**

- 6a) Pour quelles raisons songez-vous sérieusement à cesser de fumer la cigarette au cours des 6 prochains mois environ ? **VEUILLEZ DONNER LE PLUS DE DÉTAILS POSSIBLES DANS VOTRE RÉPONSE**

- 6b) Cette fois-ci, est-ce que quelqu'un ou quelque chose a joué un rôle pour vous convaincre de cesser de fumer ?

Oui [] Non []

Questionnaire avant le groupe

- 6c) Si « oui », veuillez écrire ci-dessous *qui* ou *quoi* a joué un rôle pour vous convaincre de cesser de fumer cette fois-ci et les raisons (*pourquoi*). **VEUILLEZ DONNER LE PLUS DE DÉTAILS POSSIBLES DANS VOTRE RÉPONSE**

Les questions suivantes portent sur la manière dont vous prévoyez cesser de fumer *cette fois-ci*.

- 7a) Avez-vous un plan ou une méthode à suivre pour vous aider à cesser de fumer ou de vous tenir éloigné(e) de la cigarette ?

Oui [] Non []

- 7b) Quels aides ou outils, traitements ou sources d'information pour cesser de fumer prévoyez-vous utiliser pour cesser de fumer ou vous tenir éloigné(e) de la cigarette ? **VEUILLEZ COCHER D'UN « X » CHACUN ÉNUMÉRÉ POUR INDiquer SI VOUS AVEZ L'INTENTION DE L'UTILISER**

<u>TYPE</u>	<u>PRÉVOIT UTILISER</u>	<u>NE PRÉVOIT PAS UTILISER</u>
Patch / timbre de nicotine	[]	[]
Gomme de nicotine (par ex. : Nicorette)	[]	[]
Médicament d'ordonnance (par ex. : Zyban)	[]	[]
Counselling personnel avec un thérapeute	[]	[]
Un groupe de soutien	[]	[]
Acupuncture	[]	[]
Livres, manuels, dépliants	[]	[]
Audiocassettes, vidéocassettes, CD, DVD	[]	[]
Conseils d'un professionnel de la santé (médecin ou infirmière)	[]	[]
Une ligne d'aide pour fumeurs	[]	[]
Ressources en ligne	[]	[]

- 7c) Veuillez inscrire ci-dessous tous les autres outils ou aides, traitements ou sources d'information que vous avez l'intention d'utiliser pour cesser de fumer ou vous tenir éloigné(e) de la cigarette.

Merci d'avoir répondu à ces questions. Veuillez apporter le questionnaire avec vous lors de la séance de la discussion de groupe.

Guide du modérateur

1) Introduction (5 minutes)

- a) **Présentez-vous et expliquez le but de la recherche :** Ce projet de recherche est parrainé par le gouvernement du Canada, et spécialement Santé Canada. Nous allons discuter un peu du tabagisme et le fait de cesser de fumer. Nous examinerons ensuite quelques documents de Santé Canada et nous aimerions connaître votre réaction.
- b) **Passez les procédures de discussion de groupe en revue**
 - le rôle du modérateur
 - il n'y a pas de bonnes ni de mauvaises réponses
 - la confidentialité : les noms ne figureront pas dans les rapports
 - enregistrement sur cassette audio
 - miroir sans tain et présence des observateurs
- d) **Les participants se présentent eux-mêmes :** prénom

2) Antécédents et ressources pour cesser de fumer (30 minutes)

Combien d'entre vous ont déjà tenté de cesser de fumer dans le passé ?

Ceux qui ont tenté de cesser dans le passé

- Combien de fois ?
- Quelles étaient vos principales raisons pour tenter de cesser de fumer dans le passé?
- Combien ont répondu « oui » à la Q.3a, c'est-à-dire que vous aviez un plan ou une méthode pour cesser de fumer?

Sondez: Veuillez décrire ce plan ou cette approche/méthode.

- Combien d'entre vous ont déjà utilisé les aides ou outils, traitements ou sources d'information pour cesser de fumer qui sont indiqués à la Q.3b?

Sondez: - Pour ceux qui ont coché les ressources en ligne, lesquelles ? Étaient-elles utiles ?

- Est-ce que quelqu'un a ajouté quelque chose à cette liste à la Q.3c ?

(Si « oui ») : Qu'avez-vous écrit ?

Combien d'entre vous songent sérieusement à cesser de fumer au cours des 6 prochains mois environ ?

DÉCOMPTE À MAINS LEVÉES : COMMENCER LA DISCUSSION AVEC CEUX QUI NE SONGENT PAS SÉRIEUSEMENT À CESSER DE FUMER.

Ceux qui ne songent pas à cesser de fumer

- Pourquoi pas ?
- Qu'est-ce qui vous motiverait à cesser de fumer ?

Ceux qui songent à cesser de fumer

- Combien d'entre vous ont répondu « oui » à la Q.7a, c'est-à-dire que vous aviez un plan ou une méthode pour cesser de fumer ?

Sondez: Veuillez décrire ce plan ou cette approche/méthode.

POUR LE GROUPE DE PARENTS SEULEMENT// [AUTRES FUMEURS SAUF ÉTUDIANT], SI NON MENTIONNÉ SPONTANÉMENT :

Toutes les personnes dans la pièce aujourd'hui//certains d'entre vous...ont des enfants ou prévoient avoir des enfants dans un proche avenir.

- Est-ce que le fait d'avoir des enfants a changé la manière dont vous percevez le fait de fumer ou a-t-il changé votre comportement de fumeur/fumeuse ?
- Prévoyez-vous apporter des changements à votre comportement de fumeur à cause de votre famille ?

TOUS LES PARTICIPANTS :

- Savez-vous où ou comment trouver les renseignements au sujet des services ou programmes pour aider les fumeurs à cesser de fumer ?
 - Où regarderiez-vous en premier et pourquoi ?
 - À quels autres endroits regarderiez-vous ?

Sondez: rechercheriez-vous sur Internet ? Où et comment ?

POUR LE GROUPE DES ÉTUDIANTS DU POST-SECONDAIRE SEULEMENT :

- Connaissez-vous des ressources pour vous aider à cesser de fumer par l'entremise de votre école ou sur le campus ? Par ressources, je veux dire les types d'aides ou d'outils, de traitements ou d'information pour cesser de fumer qui sont indiqués dans le questionnaire auquel vous avez répondu avant le début du groupe de discussion.
- Est-ce que ça serait utile pour vous d'avoir accès à ce type de ressources sur le campus ?

Sondez: Lesquelles ou quels types de ressources seraient les plus utiles pour vous et pourquoi ?

POUR LES GROUPES DE PARENTS ET D'AUTRES FUMEURS :

- Pour ceux qui travaillent à l'extérieur de la maison, savez-vous s'il y a des ressources pour vous aider à cesser de fumer à votre lieu de travail ? Par ressources, je veux dire les types d'aides ou d'outils, de traitements ou d'information pour cesser de fumer qui sont indiqués dans le questionnaire auquel vous avez répondu avant le début du groupe de discussion.
- Est-ce que ça serait utile pour vous d'avoir accès à ce type de ressources à votre lieu de travail ?

Sondez: Lesquelles ou quels types de ressources seraient les plus utiles pour vous et pourquoi ?

8) Réaction au programme en ligne pour cesser de fumer (20 minutes)

Santé Canada songe à élaborer un programme en ligne interactif pour aider les gens de votre groupe d'âge à cesser de fumer. Voici une description de la manière dont le programme pourrait fonctionner. Je suis intéressée à savoir si cette idée vous plaît ou non, et combien d'entre vous seraient intéressés à essayer ce type de programme. **(REMETTEZ LE CONCEPT)**

- a) **VOTE** : qui serait intéressé à essayer ce type de programme?
- b) **SONDER** en commençant par ceux qui sont intéressés : pourquoi est-ce que ça vous intéresse? pourquoi est-ce que ça ne vous intéresse pas?

3) Revue initiale de la brochure *Sur la voie de la réussite* (15 minutes)

Santé Canada a élaboré un livret conçu pour aider les gens à cesser de fumer. Avant de lire le livret en détail, je veux tout d'abord connaître votre impression générale. Pour y arriver, je vais vous donner environ 2 minutes pour le feuilleter/regarder en diagonale. Ça va vous permettre de vous faire une première idée. Puis, je vous poserai plusieurs questions à ce sujet, telles que **(MONTREZ LE TABLEAU ET LISEZ LES QUESTIONS)**

- D'après votre première impression, jusqu'à quel point croyez-vous que ces renseignements vous seront, personnellement utiles?

Très utiles

Assez utiles

Pas particulièrement utiles

Pas du tout utiles

- D'après votre première impression, qu'est-ce que vous aimez tout particulièrement, s'il y a lieu, dans ce livret ?
- Qu'est-ce que vous n'aimez pas particulièrement dans ce livret, s'il y a lieu ?

N'hésitez pas à prendre des notes sur le bloc-notes en face de vous au sujet de ce qui attire votre attention de manière positive ou négative.

DEMANDEZ AUX GENS DE NE PAS PARLER PENDANT QU'ILS LISENT LA BROCHURE.

- a) Combien d'entre vous ont déjà vu ce livret ? *Si vu* : Où et comment ?
- b) À quoi pensiez-vous et que ressentiez-vous quand vous lisiez cette publication ?
- c) **VOTE SUR L'UTILITÉ** Est-ce que ce genre de brochure est utile? Comment? Pourquoi?

Sondez: D'après votre première impression, les renseignements contenus dans ce livret sont-ils pertinents pour vous, personnellement? Pourquoi ou pourquoi pas ?

- d) Qu'est-ce qui vous a plu ou déplu tout particulièrement

Sondez: L'organisation de l'information

La mise en page, les graphiques, la couleur, les photos

La longueur, la grosseur des lettres

La grosseur de la publication

4) Revue du participant de *Sur la voie de la réussite* - Sections 1-5 (10 minutes)

Je vais maintenant vous demander de lire le livret en détail. Tout d'abord, je vous demanderai de lire les sections 1 à 5 du début du livret jusqu'à la fin de la page 12. Une fois que vous aurez terminé, nous discuterons de vos opinions et de vos réactions à ces sections.

-- **JE VAIS VOUS DONNER ENVIRON 10 MINUTES POUR LIRE CES 12 PAGES.**

-- Lorsque vous aurez terminé, je vais vous demander de répondre à un bref questionnaire portant sur vos impressions (**REMETTEZ LE QUESTIONNAIRE « A » ET LISEZ LES QUESTIONS**)

-- Pour vous aider à souligner tout ce dont vous voulez parler lors de la discussion, veuillez utiliser :

le stylo **vert** pour souligner ou surligner tout ce qui vous a plu particulièrement dans ces sections du livret;

le stylo **rouge** pour tout ce qui vous a déplu particulièrement ou ce qui vous cause des préoccupations (difficile à comprendre ou difficile à croire, etc.).

-- **DEMANDEZ AUX PARTICIPANTS DE NE PAS PARLER PENDANT QU'ILS LISENT LA BROCHURE OU RÉPONDENT AU QUESTIONNAIRE.**

- Sur le questionnaire même, ne vous inquiétez pas de l'orthographe, de la lisibilité, etc.; tous et chacun auront ainsi la chance d'écrire leurs pensées sur papier.

5) Discussion de *Sur la voie de la réussite* – Sections 1-5 (25 minutes)

a) **VOTE SUR LA Q.1** Énumérez et expliquez les 3 éléments d'information les plus utiles, en commençant par le moins positif. **SONDEZ** : Y avait-il autre chose que vous avez trouvé particulièrement utile ?

b) Particulièrement aimé, nouvelles choses apprises et aspects non aimés.

Sondez: Facilité de lecture

Organisation de l'information

c) **CONCERNANT LA Q.5** : Y a-t-il quelque chose qui n'était pas clair, qui portait à confusion ou qui était difficile à croire dans ce que vous venez de lire ? Avez-vous souligné des parties du document ?

d) **CONCERNANT LA Q.6** : Comment ces sections pourraient-elles être plus efficaces et plus utiles ?

PAUSE POUR FUMER

**INSTRUCTIONS : SVP NE DISCUTEZ PAS DE CE DONT ON A PARLÉ
ENSEMBLE PENDANT LA PAUSE, C'EST IMPORTANT POUR MOI DE NE
RIEN MANQUER.**

AU RETOUR DE LA PAUSE : DEMANDER

- Avant de continuer, avez-vous d'autres commentaires sur la partie qu'on a discutée tantôt?

6) Revue de *Sur la voie de la réussite* - Sections 6 jusqu'à la fin (20 minutes)

Je vais maintenant vous demander de lire le reste du livret, de la Section 6 jusqu'à la fin. Et comme auparavant, dès que vous aurez terminé, nous discuterons de vos opinions et réactions à ces sections.

- Je vais vous donner environ 20 minutes pour lire ces sections.
- Lorsque vous aurez terminé, je vais vous demander de répondre à un bref questionnaire portant sur vos impressions (**REMETTEZ LE QUESTIONNAIRE « B » ET LISEZ LES QUESTIONS**)
- Une fois de plus, n'hésitez pas à prendre des notes ou à souligner tout ce qui attire votre attention de manière positive ou négative en utilisant les crayons vert et rouge.
- **RAPPEL DE NE PAS PARLER PENDANT QU'ILS LISENT LA BROCHURE ET RÉPONDENT AU QUESTIONNAIRE.**

7) Discussion de *Sur la voie de la réussite* - Sections 6 jusqu'à la fin (35 minutes)

- a) **VOTE SUR LA Q.1.** Énumérez et expliquez les 3 éléments d'information les plus utiles, en commençant par le moins positif. **SONDEZ :** Y avait-il autre chose que vous avez trouvé tout particulièrement utile?
- b) Particulièrement aimé, nouvelles choses apprises et aspects pas aimé
Sondez: Facilité de lecture
 Organisation de l'information
- c) **CONCERNANT LA Q.5:** Y avait-il quelque chose qui n'était pas clair, qui portait à confusion ou qui était difficile à croire dans ce que vous veniez de lire ? Avez-vous souligné des parties du document ?
- d) **CONCERNANT LA Q.6 :** Comment ces sections pourraient-elles être plus efficaces et plus utiles ?
- e) **TRÈS IMPORTANT :** Maintenant que vous avez lu tout le livret, pour vous, personnellement, est-ce que ce document serait utile pour vous aider à cesser de fumer ?

Sondez: Pourquoi ou pourquoi pas?

Est-ce que ce qu'ils disent ici constitue une méthode ou un programme crédible pour cesser de fumer ? Pourquoi ou pourquoi pas ?

Est-ce que c'est pertinent pour vous, personnellement ?

QUESTIONNAIRE « A »

- 1) Globalement, jusqu'à quel point trouvez-vous que les renseignements contenus dans ces sections sont utiles pour vous, personnellement ? (Veuillez cocher d'un « X » une case ci-dessous)

<i>Très utiles</i>	[]
<i>Assez utiles</i>	[]
<i>Pas particulièrement utiles</i>	[]
<i>Pas du tout utiles</i>	[]

- 2) Sans tenir compte de votre réponse à la question précédente, veuillez écrire les trois éléments d'information que vous avez jugés les plus utiles dans ces sections.

1) _____

2) _____

3) _____

- 3) Qu'est-ce qui vous a particulièrement plu, s'il y a lieu, dans ces sections du livret ?
Veuillez vous assurer de marquer ces éléments avec le crayon vert.

- 4) Qu'est-ce qui vous a particulièrement déplu, s'il y a lieu, dans ces sections du livret ?
Veuillez vous assurer de marquer ces éléments avec le crayon rouge.

- 5) Y a-t-il quelque chose qui n'était pas clair, qui portait à confusion ou qui était difficile à croire ? Si c'est le cas, veuillez souligner ces sections avec le crayon rouge.

- 6) Veuillez inscrire toutes les suggestions que vous avez et qui pourraient rendre ces sections plus efficaces et plus utiles :

QUESTIONNAIRE « B »

- 1) Globalement, jusqu'à quel point trouvez-vous que les renseignements contenus dans ces sections sont utiles pour vous, personnellement ? (Veuillez cocher d'un « X » une case ci-dessous)

<i>Très utiles</i>	[]
<i>Assez utiles</i>	[]
<i>Pas particulièrement utiles</i>	[]
<i>Pas du tout utiles</i>	[]

- 2) Sans tenir compte de votre réponse à la question précédente, veuillez écrire les trois éléments d'information que vous avez jugés les plus utiles dans ces sections.

1) _____

2) _____

3) _____

- 3) Qu'est-ce qui vous a particulièrement plu, s'il y a lieu, dans ces sections du livret ?
Veuillez vous assurer de marquer ces éléments avec le crayon vert.

- 4) Qu'est-ce qui vous a particulièrement déplu, s'il y a lieu, dans ces sections du livret ?
Veuillez vous assurer de marquer ces éléments avec le crayon rouge.

- 5) Y a-t-il quelque chose qui n'était pas clair, qui portait à confusion ou qui était difficile à croire ? Si c'est le cas, veuillez souligner ces sections avec le crayon rouge.

- 6) Veuillez inscrire toutes les suggestions que vous avez et qui pourraient rendre ces sections plus efficaces et plus utiles :

PROGRAMME INTERACTIF EN LIGNE POUR CESSER DE FUMER

Le programme d'autothérapie proposé pour aider les jeune adultes à cesser de fumer s'échelonnerait sur 4 semaines, comporterait 4 étapes et serait présenté en ligne. Dans chacune des 4 étapes, il y aurait entre 3 et 5 activités que l'utilisateur doit faire pour apprendre, se faire des aptitudes et pratiquer pour cesser de fumer.

On demande tout d'abord à l'utilisateur de remplir un profil sur ses propres habitudes de tabagisme. Le profil explorera des questions, telles que :

- ✓ les antécédents de tabagisme de l'utilisateur;
- ✓ les environnements où on fume;
- ✓ les relations, habitudes, croyances, peurs, etc.

Le profil personnalisera ensuite les informations pour l'utilisateur selon ses réponses aux questions. À ce moment-là, l'utilisateur peut choisir de s'inscrire au programme en ligne.

Le programme en ligne durerait environ 4 semaines et l'utilisateur retournera au programme en ligne de 3 à 5 fois par semaine (10 à 20 minutes par visite) pour effectuer les activités, dont :

- ✓ retracer ses habitudes de tabagisme;
- ✓ mettre ses connaissances à l'épreuve ;
- ✓ faire un remue-méninges (brainstorming) de ce qui déclenche ses envies de fumer et
- ✓ obtenir de l'aide pour composer avec les effets du sevrage.

Chaque fois que l'utilisateur interagit avec le programme, toutes informations qu'il entre sont stockées dans son profil. Il peut ensuite y avoir accès plus tard au cours du programme.

Un des objectifs de ce programme d'un mois est d'aider le fumeur à comprendre ses habitudes de tabagisme, incluant les raisons pourquoi il fume et les endroits où il fume. Un autre objectif est d'aider le fumeur à commencer à se former des aptitudes utiles pour cesser de fumer et de l'aider à se pratiquer à réduire ainsi qu'à cesser de fumer en préparation de sa date limite pour cesser de fumer.