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**Health Canada
Young Smoking Modules Testing
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Executive Summary:

1) Two key trends emerged between those who want to quit soon and those who believed they will quit at a later date. Almost all participants demonstrated some awareness of the danger associated with smoking and almost everyone could perceive themselves smoking for the rest of their lives. Within this group, however, some smokers were more receptive to anti-smoking messages than others. Those who were receptive were usually those who want to quit very soon, or have made attempts to quit, but who struggle to maintain their non-smoking status. Those who were less receptive are generally more inclined to believe that they can and will quit at a later date.

2) Were the modules credible and relevant with the segmented audiences?

The vast majority of participants trusted the scientific or factual information presented, mostly because they trusted the federal government as a source. However, information that did not have a specific scientific reference attached (i.e. speculation on marketing tactics, descriptions of stressful behaviours, smoking in movies, etc.) was more likely to be challenged by this audience. Most participants were clearly able to isolate who the audience was intended to be, isolate most of the key messages, and summarize how the information presented was intended to motivate them to quit smoking.

3) Did the modules appeal and were they sensitive to the cultural and emotional sensitivities of the above audience?

Most retained a clear understanding as to the subject matter, the lifestyle/ life stage each module was attempting to address, and the how the information is presented. Most participants said they thought the guide was written for high school or young university students. Among those who were ready to quit, the strategies and situations depicted strongly resonated. Among those who thought they were not ready to quit, the strategies and information presented had a mixed effect. Some participants felt that the "smoking situations" and strategies for quitting were too simplistic to properly reflect their own smoking behaviours. These smokers were also the most resistant to anti-smoking messaging, and most inclined to believe that the decision to quit is ultimately a personal one.

4) Did the modules have appropriate tone/language and were they of appropriate length? Did the modules have suitable titles and topics?

Many participants took issue with the overall tone of the writing style throughout. These participants did not like the excessive use of antiquated or "corny" figures of speech and the use of overly obvious statements. In particular, participants disliked the tactic of ending paragraphs with questions whose answers would seem to be self-evident. There seemed to be a strong desire for a short, succinct, "just the facts" approach to writing this material.

With regards to length most participants initially reported thinking the modules were too long. Upon reading the modules, many came to appreciate the level of detail provided. There was a concern, however, that first-time users might feel intimidated by the length, especially in an on-line context. If the modules were formatted as websites, it was highly recommended that sections be portioned off as links. Participants did not like endlessly scrolling through content.

5) Would the modules work in different locations/vehicles (websites, pamphlets, podcasts, etc)?

Participants saw the modules working best as either websites or pamphlets, mainly because of their length. How participants viewed the potential format for this information depended on how close they felt to quitting. Among those who were more actively interested in quitting, they expected to find a link to this information on-line by using a web search, or by actively looking for it in hardcopy format at a health provider's office. Among those who were less interested in quitting in the near future, they pictured this information being referred to them by someone, a doctor, a close friend, or a parent. Even when prompted, very few participants thought that podcasts could be used in the delivery of these modules to young smokers.

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Résumé :

1) Deux tendances se dessinent entre ceux qui veulent cesser de fumer bientôt et ceux qui croient qu'ils cesseront à une date ultérieure. Presque tous les participants étaient plus ou moins au courant des dangers liés à la cigarette et presque tous les répondants pouvaient s'imaginer fumant pour le reste de leur vie. Par contre, certains fumeurs de ce groupe étaient plus réceptifs aux messages anti-tabac que les autres. Les plus réceptifs étaient ceux qui désiraient cesser de fumer dans un avenir rapproché ou ceux qui avaient déjà tenté d'arrêter, mais qui avaient eu de la difficulté à demeurer non-fumeurs. Les participants les moins réceptifs étaient ceux qui croyaient pouvoir cesser de fumer plus tard.

2) Est-ce que les modules étaient crédibles et pertinents pour l'audience segmentée? La grande majorité des participants avait confiance en l'information factuelle et scientifique qui leur était présentée, surtout parce qu'ils faisaient confiance au gouvernement fédéral en tant que source. Cependant, l'information qui n'était pas soutenue par des données scientifiques (par exemple, la spéculation des tactiques marketing, la description des comportements causés par le stress, les acteurs qui fument dans les films, etc.) était davantage appelée à être remise en question par cette audience. La plupart des participants était capable d'identifier l'audience cible et les messages-clés, ainsi que d'expliquer en quoi la présentation de l'information était destinée à les encourager à cesser de fumer.

3) Est-ce que les modules étaient attrayants pour l'audience ci-dessus? Respectaient-ils les réalités culturelles et émotionnelles de cette audience?

La plupart des répondants a bien saisi l'étape de vie et le mode de vie présenté dans chacun des modules, ainsi que la présentation de l'information. La majorité des répondants croyait que le guide avait été rédigé à l'intention de jeunes du secondaire ou au début d'études universitaires. Les stratégies et les situations mises de l'avant ont touché ceux qui étaient prêts à cesser de fumer. Elles ont cependant eu un effet mitigé auprès de ceux qui n'étaient pas prêts à arrêter de fumer. Quelques-uns d'entre eux ont noté que les mises en situation avec fumeurs et les stratégies pour cesser de fumer étaient trop simplistes pour refléter correctement leur propre comportement de fumeur. Ces fumeurs étaient également les plus réfractaires aux messages anti-tabac et les plus enclins à croire que la décision de cesser de fumer est en bout de ligne une décision tout à fait personnelle.

4) Est-ce que les modules étaient rédigés dans un ton et langage appropriés? Étaient-ils d'une bonne longueur? Est-ce que les titres et les sujets des modules étaient pertinents?

Plusieurs participants n'étaient pas d'accord avec le ton général et le style de rédaction. Ces participants n'ont pas aimé l'usage excessif d'expressions datées ou québécoises, et l'utilisation d'énoncés trop évidents. Les participants n'ont particulièrement pas aimé que chacun des paragraphes se termine par une question dont la réponse était trop facile. Il semble y avoir une forte demande de préconiser une approche concise présentant des faits concrets lors de la rédaction d'un tel document. Au départ, la plupart des répondants ont dit que les modules étaient trop longs. Par contre, après les avoir lus, plusieurs ont dit apprécier tous les détails qu'ils y avaient trouvés. Ils étaient cependant inquiets que les prochains utilisateurs se sentent intimidés par la longueur, particulièrement en ligne. Si les modules devaient être formatés en sites web, les répondants recommandaient que certaines des sections soient plutôt présentées sous des liens à part. Les participants n'ont pas aimé faire défiler des pages et des pages de contenu.

5) Est-ce que ces modules fonctionneraient bien dans d'autres supports? (sites web, dépliants, baladodiffusions, etc.)?

Les participants ont dit que ces modules fonctionneraient le mieux sous forme de dépliants ou de sites web, à cause de leur longueur. Les participants les plus motivés à cesser de fumer, s'attendaient à trouver un lien menant à cette information en ligne en utilisant un moteur de recherche web, ou à trouver des dépliants chez un professionnel de la santé. Les participants qui n'avaient pas l'intention de cesser de fumer dans un avenir rapproché pensaient plutôt que cette information devrait être référée par quelqu'un, un médecin, un ami proche, un membre de la famille. Même en insistant, la grande majorité des participants ne pensait pas que les baladodiffusions devraient être utilisées pour publiciser ces modules auprès des jeunes fumeurs.



Background

Young adult smokers present unique challenges to cessation: they have the highest rates of smoking across population groups, are decreasing their attempts to quit smoking with age and are heavily targeted in marketing and promotion-type activities by the tobacco industry. In an effort to begin changing this reality, Health Canada contracted Cypress Consulting to develop content for several different modules that would support cessation efforts of young adults aged 20-34.

Research Objective

Modules proposed for testing as part of this project were limited to 7. Many of the issues covered in the remaining modules have been tested with young adults are part of ongoing work or other projects and therefore the information in them is understandable, credible and relevant to this audience. Once the web, CD or print applications have been developed for this cessation resource, full testing of all modules, in English and French will ensue.

The purpose of the qualitative research was to assess the language and content of a series of cessation modules designed for young adults. Specifically, Health Canada needed feedback on whether the modules:

- Were credible and relevant with the segmented audiences;
- Had appeal and was sensitive to the cultural and emotional sensitivities of the above audience;
- Had appropriate tone/language/and were of appropriate length;
- Had suitable titles and topics.
- Would work in different locations/vehicles (websites, pamphlets, podcasts, etc);

Modules to be tested as part of this project

The following seven modules that were tested in this project were:

*Is it Time to Quit?*¹

Overcoming Nicotine Addiction and Withdrawal

Medications to Help You Quit

Making and Marketing of Cigarettes: Get the Facts

*Occasional Smoking – What's the Harm?*²

*Are You A Student Who Wants to Quit?*³

*The Straight Goods on Smoking and Quitting at Work*⁴

Target Audiences

The target audience of the modules was the following and on-line focus group composition derived from this audience:

- Young adults who smoked between the ages of 20-34
- Segmented modules were tested with the appropriate audience. Therefore, those that were students tested the student guides, those in employment explored the cessation and employment modules and occasional smokers tested the occasional smoking guide. Those modules not directed at segmented audience were tested with young adults who smoked between the ages of 20-34 and reflected a range of demographic characteristics (income, gender, educational level).

1 Some common text, some segmented information

2 For social/occasional smokers

3 For students

4 For those in the workplace

Methodology

This project used the on-line discussion methodology to achieve project objectives. On-line discussions allowed for Health Canada to solicit detailed feedback through a password-protected message board. Each day, questions were asked of participants who were then encouraged to type their responses and respond to those of others. D-Code worked with Health Canada to develop a questionnaire that encouraged debate between respondents.

A total of 20 participants, all of whom identified as either "occasional smokers" or "smokers" were recruited for this project. Those involved in the research were assigned between 2-4 discussions on 2 different modules. Segmented modules needed to be tested with the appropriate audience. Therefore, students reviewed the student guides, those with full-time jobs explored the cessation and employment modules and occasional smokers tested the occasional smoking guide. Those modules not directed at segmented audiences were tested with young adults who smoke between the ages of 20-34. D-Code worked to recruit a team that included regional, cultural and income level segments, but due to qualitative nature of the research, the sample was unable to truly reflect a Canadian statistical profile of this age demographic.

The on-line discussion was designed to provide Health Canada with evaluative feedback on these materials through fostering discussion, debate, and reflection on the participant's smoking behaviours.

The first day was primarily used to gauge first impressions of the documents. The second day was used to solicit detailed feedback on blocks of facts and situations in each module and whether the information presented would change their behaviours. The third day was used to probe for potential vehicles for the content as presented and test if participants would share this information among other smokers.

The discussion captured over this project was, in turn analysed by D-Code to provide Health Canada answers for the following questions:

- Was the information presented easy to understand?
- Was the information presented in a way that was different or new to other audiences?
- Would participants be influenced to change their behaviour based on information provided by the modules?
- Was the information presented credible to respondents?

✓ Note: Though every effort has been made to ensure that the audience is diverse across regional, ethno-cultural and gender segments, this sample is not representative of the entire smoking population for this age group. Insights generated are therefore qualitative in nature.



Findings Overall:

1) Credibility:

The vast majority of participants trust the scientific or factual information presented, mostly because they trust the federal government as a source. However, information that did not have a specific scientific reference attached (i.e. speculation on marketing tactics, descriptions of stressful behaviours, smoking in movies, etc.) was more likely to be challenged by this audience. In certain cases (as outlined in the "Findings: by Guide") section, certain scientific facts and descriptions were questioned by participants.

"Even occasional smokers can become fatally addicted to nicotine" -- there's no reference to a stat my guess it's because the number is really low and the stat wouldn't be effective. It just seems like a very "parent" thing to say and that's not what the target youth will relate too. It just made me roll my eyes and laugh."

2) Comprehensibility: Most retained a clear understanding as to the subject matter, the lifestyle/ life stage each module was attempting to address, and the how the information is presented. If anything, some participants reacted negatively to overly obvious phrasing of some sentences (further details are to be found in "Findings: By Guide").

"So, it's a little simple in the vocabulary department, but you know what is more important to me than the wording scheme? The information presented and the tone, is at least easy to understand!"

"i feel by age 20 most of us consider ourselves adults, i engage in mature conversation, i both work and go to school etc. I like my information presented to me in a clear and professional matter. State the facts, state common reasons and figures, and leave it at that"

3) Striking the right tone?

There seemed to be a strong desire for a short, succinct, "just the facts" approach to writing this material and when this was done, it was appreciated by participants. However, many participants took issue with the overall tone of the writing style throughout many of the guides. They did not like the excessive use of antiquated or "corny" figures of speech and the use of overly obvious statements. In particular, participants disliked the tactic of ending paragraphs with questions whose answers would seem to be self-evident.

"Believing you're a non-smoker while continuing to smoke occasionally is like saying you're a vegetarian even though you still eat Mom's roast beef dinner on Sundays ... Is denial really your style?" -- Cheesy. It's not the category (smoker or non-smoker) that is important to me. I'd change it to be more straightforward "Any smoking can damage your health. Period." I'd eliminate the second "is denial....." sentence."

"I think the line about calling them "your lover" is a little far stretched/corny. I think it would be useful to mention that smoking is often used for stress management and suggest alternatives for those of us who use it in that way."

4) Length:

Most participants found the guides to be too long at first, but many admitted that this might have to do with the web-based presentation of the guides. Scrolling through the entire document was widely perceived as difficult.

"I think that a document with expandable and collapsible menus would be more user-friendly. An expandable menu setup would provide the reader only with topics that applied to them. Also, it would shorten the apparent overall length of the paper, making it more inviting when compared to a seemingly lengthy paper."

5) Age:

Most participants said they thought the guide was written for high school or young university students. There was a sense among many participants, however, that the guides were written by



people who did not smoke themselves. This manifested in complaints about the wording of specific phrases.

"Looks like the document is aimed at young adults who are occasional smokers by the content. Probably younger than me, because it talks about being "just out of high school" and the preoccupations that young adults would probably have."

"in all honesty this guide is a little to immature for me to recommend to my friends, but i wouldnt hesitate to pass it on to someone my siststers age who had a smoking problem (she is 16) i just think they would relate to the style of writing more than i did"



Findings by Guide:

Note: All quotations from participants are taken directly from the discussions and have not been edited for grammar or spelling.

1.0 Is it time to quit?

Do they want to quit?

- Most participants want to quit at some point in their lives, and many have already tried (and failed). There is a distinct difference between those who have a more urgent need to quit and those who expect that they will be able to quit “when they want to”.

“For the past 3 years now i have been trying to quit on and off through the year, longest i have made it was about 2 months. I guess my main problem is that when i hit a point of high stress in the year, such as finals, the only thing that calms me down is the nicotine, so i start smoking again. Once i start up its hard to quit so i keep going for a couple months.”

“The 3 reason why I haven't quit smoking yet would be because 1. I smoke a lot when I am stressed out and I have been through a lot of stress lately so that why I am still smoking. 2. Being around my friends it's hard to quit because all my friends smoke. 3. and when I am bored I will smoke to past the time.”

Overall impact:

- Few participants reported that the guide made them want to think about quitting smoking. Most participants saw this guide less as information and more as motivational materials. Participants were split as to whether the guide enticed them to visit other modules. This guide resonated more with those who had expressed a desire to quit in the near future.
- This guide was perhaps too broad to motivate users to quit. Some did take the initiative and click on links to other modules for more information, but most restricted their reading to this guide.
- Participants who fall into one of the categories described see themselves in the guide. But there are other key groups that this introductory guide is missing (ie, heavy smokers, people who don't identify with the lifestyles presented).

“Right now, I am not really thinking about quitting and before reading this article, I thought to myself...if this article can change my mind, then maybe I will give quitting more thought. Well, I was unpleasantly disappointed.”

“Well I think this article is written for the demographic they stated at the beginning, 20-34. It's geared towards students and women who may be pregnant and they both fall under this age bracket. This is my age bracket. Only one part of the article was relevant to myself and that was the smoking at work. I'm not a student and I am not pregnant or even considering it.”

“I don't see myself in this site. I would like it to contain more info for a person whom is settled in life. It seems as if it is geared more towards people just starting out.”

Language/ Tone/ Topics

- Participants thought that referring to potential users as “young adults” may dissuade some users.
- Many participants, however found this module struck an appropriate, non-judgemental tone.
- Participants felt they had to read through too much “set up” – writing devoted to talking about the modules themselves and who they were aimed at – before arriving to the more useful bits of information through the middle and end. The overview approach to this guide may not be entirely effective to enticing potential users and may not be effective in stimulating further reading.

"i feel by age 20 most of us consider ourselves adults, i engage in mature conversation, i both work and go to school etc. I like my information presented to me in a clear and professional matter. State the facts, state common reasons and figures, and leave it at that. people my age dont really need ot be sweet talked or convinced to quit. obviously if they are reading that site they would be interested in quitting anyways."

"The language is really simple, which probably was your intention. Style-wise, it lacks a certain creative ouchhhh, which links in with my previous comment on the simplicity of the vocabulary. However, it is clear, concise, and lacks in value judgment. It's even sort of reassuring, more understanding in tone than previous sections I've had the opportunity to view."

Missing/ Problematic Information

- Information participants identified as "missing"
 - Information for "heavy smokers"
 - More details on the effects of smoking while pregnant (What long-term effects do children of mothers who smoked while pregnant face? Why?)
 - Information on quitting strategies

"I would also like to see more info concerning people who are smoking over a pack a day not just 13 cigarettes a day. Instead of analyzing all of the stresses that may cause us to smoke and all of the reasons not to smoke I would like some solid advice on quitting. What I saw seemed a little wishy-washy to me."

- One participant felt that some of the information presented was contradictory. For those who may be already be resistant to these modules, this may make the attempts to link lifestages to smoking patterns less believable.

"the site itself is contradictory. It says in one section that "Starting a family" is a transition that can trigger the habit, and then goes on to say "On the other hand, when you get married or start a family, you may decide to quit smoking."

2.0 Making and Marketing of Cigarettes

Current awareness of what is in cigarettes and how they are marketed

- Participants have some awareness about the use of chemicals in cigarettes, but some prefer to avoid thinking about the subject.
- There is a wide range of opinion about the differences between "light" and "heavy" cigarettes. Some believe lighter cigarettes may be "less bad" for you.
- There is a perception that cigarettes made by large manufacturers are worse than tobacco designed for "hand-rolling"

"I've seen hand-rolled cigarettes made so I know basically about different grades of tobacco and filters, etc. I know about so-called "low nicotine" cigarettes but have never tried them. I've long assumed they were "better" for you by what the name suggests - lower in nicotine, but I've long suspected that they weren't any less addictive, only that you're getting less of the bad stuff in your body."

"I guess if you're a smoker, you try not to think about that because you really don't want to know. I think about it more in terms of what all that stuff is doing to me, not about where it actually comes from or how it's made. And those photos on cigarette packages are certainly effective. Hard not to think about it when you're looking at rotting lungs or something."

Overall impact

- There was some debate as to whether this kind of information about the tobacco industry really motivates people to quit. For some, the social responsibility motivation has some appeal, but for others, the main problem is their addiction and their main fears are those related to personal health.
- Most are not surprised by the sections on marketing of cigarettes, but information on the environmental damage caused by tobacco farming is new to many participants.

"Actually, reading how bad the tobacco companies were had an impression on me. When you see the cold, hard facts on how much they spend on marketing, displays, event marketing, etc. it boggles the mind. They REALLY want to influence you to their product, moreso than other manufacturers, it seems."

"ok first and foremost. some great info in there, interesting stuff, i feel kind of like an ass for saying this but, I DONT CARE ABOUT THE DYING TOBACCO FARMERS OR THE FORESTS THEY CUT DOWN IN SOUTH EAST ASIA FOR FLUE CURING!! No offense but that notion doesnt even cross my mind when im trying to quit. im not trying to save the bloody world by quitting smoking, just my own health."

Language/ Tone:

- Participants felt that referring to potential users as "young adults" may dissuade some users.
- The conversational tone works for some users, but not for others. The section entitled "What did you think?" struck most participants as redundant.

"i feel by age 20 most of us consider ourselves adults, i engage in mature conversation, i both work and go to school etc. I like my information presented to me in a clear and professional matter. State the facts, state common reasons and figures, and leave it at that. people my age dont really need ot be sweet talked or convinced to quit. obviously if they are reading that site they would be interested in quitting anyways."

"Right now, I am not really thinking about quitting and before reading this article, I thought to myself...if this article can change my mind, then maybe I will give quitting more thought. Well, I was unpleasantly disappointed."

Topics:

- In general, participants felt that the guide was comprehensive, but too long to be read as one coherent section. Some participants suggested breaking up the "Marking of Cigarettes" section from the "Marketing" section.
- The table describing how tobacco companies segment customers was considered believable, but difficult to read.
- The "What do you think?" section was almost universally criticized as being overly preachy and repetitive of information already provided.

"It was interesting to read about all the different marketing techniques and how product placement is used in movies and such. And while I liked the research information in the table chart, I didn't really like the way it was presented and found it kind of hard to read."

"I've also mentioned in a couple of questions that I would definitely cut out the last section. Too preachy. Too condescending. And completely useless."

Missing/ Problematic Information

- Information identified as "missing"
 - Scientific or statistical tracking for claims made in the "Smoking and the Movies" section

"I read it and wasn't sure this line was valid - "Although smoking in the general population has been declining over the last 20 years, smoking in the movies seems to be going up." What is "seems to be"? Actors have always smoked in movies - especially in Westerns when that's all they seem to be doing. It would be a lot more credible if they had a statistic to back up the claim."

- Information described as “problematic”:
 - The concept that youth try smoking solely for reasons of image and identity.

“I haven't done much research on the issue, but I don't agree with the whole identity thing. “strong image values can help establish an identity” I really don't think that's what young people are thinking about when they start smoking. Personally for me, it was a curiosity and experimental thing, not an identity issue.”

3.0 Medications to help you quit

General impressions of medications/ smoking aids

- Most participants have some experience using medical aids, mostly patches or gum and are inclined to use their own experience as the primary reference point.
- Few found these aids completely effective; some have had success cutting back, but the habit around smoking often prevents them from totally quitting.
- Many have observed or had bad side effects.
- Cost is an issue for all participants – often medical aids are just as, if not more expensive than smoking.
- There is a strong distrust of manufacturers of NRT aids, and Health Canada's attempts to “push” them on smokers.

“Lol, I remember this girl at work started taking Zyban (I think it was 2001). All I can say is ouch. She was in a terrible state. She started smoking again after a month (maybe the anti-depressants didn't kick in yet?)

Then there's my ex who tried the patch. Thank God we didn't start dating when he was on the patch, his moods were unreal and his confrontational skills were at an all-time high. I tried not to take his comments personally during that phase. Was a doozy.”

“We discovered that some Nicoderm was very much expensive than the president choice's one, and we trusted the president. In fact it success, I stopped. I remember that I didn't follow the prescriptions - they want you to spend so much. But, i knew (or I thought) that the addiction was essentially a psychological one, so I did it in one month.

Of course it didn't really work because I still smoke, but it help me to reduce a lot.”

Overall impact:

- This module was perceived as being very detailed, dry and scientific, but participants understood that this was perhaps due to the subject matter.
- Because most participants have had some experience with these medications, and found them to not be completely helpful, this guide did little to persuade them to consider using medications when quitting.
- Many participants were suspicious of the fact that the bad side effects they observed in personal experience were not described. This made them, in turn, suspicious of guide.

“I don't have faith in pharmaceutical companies' or in Health Canada's hidden (or not-so-hidden) agenda. Their guide is insufficient in convincing me drugs are the way to go. I'd need to do more research.”

“Ifind that medication - at any capacity - simply masks the problem. Eventually, at some time, you're gonna have to deal with the problem/addiction face on. Might as well do it from the start!”

Language/ Tone/ Topics

- The more scientific nature of this document appealed to those participants who appreciated a more dry and factual approach to conveying this information. For others, it was perceived as being too detailed distant.

"Well... much to my dismay, I was unable to find any find any critical misuse of the english language, and so nothing really struck me "roll my eyes in my head" poor in the way it was written. My only critique is that it all sounds so scientific, and offers no appeal directly to the reader, and it appears to me evident that a non-smoker published this guide."

- Most found the length and tone to be appropriate for the suggested target audience (aged 20-34 years old)
- When asked to edit the document, participants pointed out and took exception with the use of "corny" figures of speech or obvious sounding statements. For example:

"I'm not sure if this is an attempt at speaking to the target, but I would definitely leave it out. Mentioning things like "magic" and "magic bullet" give the feeling of being spoken to by an adult. Use regular speech."

"When a smoker quits, their body may miss the nicotine."-- This sounds like a parent explaining to a 5 year old what withdrawal is. Maybe something like, "When a smoker quits, the body has difficulty functioning without its regular intake of nicotine. When a substance that causes physical dependency is decreased or completely suspended, withdrawal symptoms ensue."

- The topics were perceived as comprehensive for this audience.

Missing/ problematic information

- There is strong resistance within participants towards the use of medications or NRTs. Many doubt that they work, and they are somewhat suspicious of the claims made in this guide. For this reason, many participants were highly doubtful of some of the information provided and Health Canada's motivations for promoting these aids.
- Participants are suspicious about the use of anti-depressants to quit smoking. The section on Bupropion was viewed with much suspicion.

"Bupropion: (another personal thought)

- *I have a big problem with this. First of all there are too many young-adults being prescribed drugs these days – especially for depression – and to think that an informational Government website (not financially influenced by drug companies – I'd hope) would consider an anti-depression drug as an option for assisting in quitting smoking. I would recommend removing this.*

"although im not a doctor, nor do i profess to be, i know alot about anti depressants and its true this drug iwll not make you addicted to nicotine, nor is it possible to do so with it, but antidepressants are HIGHLY addictive in their own right, they are just as risky for addiction as strong pain killers such as demerol, codeine, percocet etc. any drug that manipulates dopamine or seratonin levels is massivly addictive."

"In this day of widely publicized pharmaceutical mishaps, there is really no reason that one should be popping yet another pill. We should wean ourselves off nicotine with the best cure out there- it's called willpower. The potential long-term side effects of using a product that alters brain function are not worth it in my book."

- Address the potential criticisms of using anti-depressants as NRTs. Are there risks? If not, acknowledge that people might think there are, and describe why not.
- Reformat and rewrite the chart so that information can be read on one page.

4.0 Occasional Smoking: What's the Harm?

How they describe their smoking patterns

- Many participants who were occasional smokers are, in fact, "light" regular smokers, smoking up to 3-5 cigarettes a day.
- Most of these occasional smokers smoked in social contexts -- particularly around alcohol.
- Most of them felt that their habit was "in control" and they were not, at first, particularly worried about the health effects. Cost remained their main motivation for not smoking more
- Many reported "chain-smoking" during periods of stress.

"Smoking for me is a bit of a break from the day to day stuff. It allows me to get out of the office and collect my thoughts. I pick up a pack every couple of days. I fire one up on the way into work, then at about 10:30 ish depending on what the day is like. Then at lunch and one in the afternoon."

"On the regular, I do not purchase my own cigarettes, but most of my friends are regular smokers, and are willing to share (I'd like to point out that it's more of a willingness to share with friends than peer pressure at this point)."

"There are certain times that I really want to have a cigarette, like after a test or exam, and other things. But I find that I don't have an addictive personality, and the process of quitting is going really well."

Overall impact:

- This guide made most occasional smokers re-evaluate their smoking habits. Many fundamentally considered themselves to be non-smokers. Most participants have never seen anti-smoking materials geared at their habit.
- Most said that information related to the dangers of "light smoking" was new to them.
- The "5 Year Plan" section seemed to have made an impact among most participants, as it helped put their habit in perspective.

"I actually think this article is pretty good. A bit long, but it did have a few tidbits that stuck with me. For example, the comparison to alcohol was really interesting, in the sense that one drink might not be too bad for you, but even one cigarette is bad for your health. I never really thought about it that way. And I like the fact that they really drill home the point that you are still a smoker, even if it is only occasionally."

"I really liked this page though because it is true, you do not hear anything about the occasional smoker. And everything bad that you do hear about smoking you can rationalize because you do not smoke that much."

Language/ Tone/ Topics

- This guide received fewer complaints about overall general style than they did other guides, but some ticks remain.

"But - comments like 'is denial really your style?' kind of irked me. Just kind of preachy and lame. I think I respond more to information than being told I'm in denial."

Other similar/ problematic sentences:

- "Do you want to become a statistic?"

"Again, the question thing. Personally, I could care less about being a statistic and I think it throws the focus off the real information. That comes in the first sentence and then the following points. I think the question should just be left out altogether."

Problematic topics:

- Reference to "dating and getting married" at the 5 year plan chart.

"And the five year plan is a good thing I think, and it really helps to be specific with your goals. But I think the relationship one with the person getting married is a little bit too much."



Missing/ problematic information

- Participants wanted to see more Canadian information in this guide.
- There was a need for more statistics for some participants, particularly with regards to information presented on marketing to occasional smokers. How many "occasional smokers" become regular smokers? How are alcohol and smoking related?

"Show me the statistics (I'm a #s person). I know there is research to back this information up, I did a first year Sociology term paper on the effects of intoxication and increased tobacco use at U of Guelph - wish I still had it, I'd post it for everyone because it was very interesting and I did well on it."

5.0 Overcoming Withdrawal

On past experience with quitting:

- Many have experience with quitting or observing others quitting. Participants report experiencing or seeing other people become cranky.
- Among those who have tried quitting, habit and social circumstances have hurt their attempts to quit fully. The addiction to nicotine is often perceived as being the easiest thing to overcome.
- The need for some personal motivation for quitting smoking is seen as key, as opposed to social pressure. Fear of failure is often used as an excuse for not quitting.

"The question for me is not if I will quit, but when. I know in my bones that for this to work, it has to be MY choice: not my family's, not my boyfriend's, not my boss's, not my community's and not Health Canada's."

"Motivation is what gets you started, but habit is what keeps you going. So unless you can harden that initial spur of the moment drive to quit into long-lasting habitual behaviour, it is of little effect to commit to quitting."

Overall impact:

- Most participants recognized and understood the physical, behavioural, and psychological effects of smoking as described here.
- Participants found this guide was helpful in preparing them for what to expect when quitting, but that little, if any, of this information was new to them.
- Participants seemed mostly unimpressed with the strategies proposed for overcoming nicotine withdrawal as they felt they had seen this information before. Participants said this guide would be helpful to people who were already motivated to quit.

*"think that the text is accurate and objective. I recognize myself in the examples: coffee and cigarettes of course... they forget sex and cigarettes...
For me, I remember that the most difficult when I stopped smoking was during my work: because when I have an idea (I study philosophy) I use to smoke one cigarette to make a reflexive break. And it was very difficult to cancel this break... I used coffee, but coffee without cigarette is not really coffee..."*

"With the psychological side, I think this really boils down to issues related to management of emotion and self-esteem. We've already read that smokers are truly incompetent with regards to our denial about the health effects of smoking and knowingly harming ourselves every time we light up. This is really self-destructive behavior, and I think the root of these tendencies is the core issue. That being said, tip to 'get support' seems analagous to telling a depressed person, 'just be happy'. Not always that cut and dry."

"I would definately recommend this guide to someone I knew who was a smoker, but only if I knew they were thinking about quitting or had expressed some concern about withdrawal effects as a

deterrent against quitting. I would probably not suggest it unless this person had brought up the topic first because that would be infringing too much on their own personal life and choices, but if they did bring it up I would offer as much helpful information as I could, especially with regards to my own experience and what was helpful to me.”

Language/ Tone/ Topics

- This guide received few complaints about language and tone overall.

“I think the line about calling them “your lover” is a little far stretched/corny. I think it would be useful to mention that smoking is often used for stress management and suggest alternatives for those of us who use it in that way.”

Missing/ Problematic information

- Participants generally felt this module is comprehensive and accurate, with a few key issues that could be addressed in more detail, such as how men and women might react to smoking withdrawal differently, weight-control issues, and the role of the “break-time” cigarette.”
- Some of the strategies offered (such as keeping a journal or writing) seemed to be working at cross-purposes with activities participants enjoyed while smoking. The strategies that did make sense to this audience (increasing exercise, drinking lots of water) were not new to this audience.
- Make sure scientific terms are described correctly. One participant seemed certain that when the document referred to “neurotransmitters,” it was actually referring to “neurons.”

“I also feel like the passage is missing a female perspective. I think it would be useful to include a section that deals with female issues as women are affected differently by cigarettes, can have different initiation motives--- and the statistics for females are quickly rising. For example, weight control issues could be discussed. “

“The connections in the brain are not called “neurotransmitters,” neurotransmitters are released from neurons to send messages to other neurons. So, they do play a part, but as mentioned before, your brain generates more receptor sites for the increased nicotine in the brain.”

“As for the psych/emotional tips, any mention of writing/blogging to get your mind off of smoking...do you have any idea how many writers are chain smokers???? I smoke when I write!!! Asking me to write to forget about smoking is like suggesting I dip my body in chocolate to resist the temptation of a Hershey’s bar.”

6.0 Are you a student who wants to quit?

Thoughts on being a student who smokes

- Most participants use smoking to help them through stressful periods related to exams and essays. Others only report smoking in social situations.
- Some participants perceive that smoking helps them stay “alert” – even though they doubt whether that is really the case.
- For them, cigarettes are closely tied with “rewards” after stressful periods
- Many student smokers also reported being occasional smokers.

“I’m studying for a midterm, and it is the next day, that will make me want a cigarette like crazy, because I get nervous about whether I know enough or not, and I start thinking I need a break, which means having a smoke. when I’m stressed out about family or friends, or I get sad, I usually smoke a lot, like 3 or 4 in an hour, which is really not good. I work out at the gym a lot, and that usually helps me with stress, but I find that when I’m done at the gym, I’ll have a smoke on the way home.”

Overall impact:

- Most participants found the factual information to be interesting and informative.

- There was some debate as to whether the strategies proposed would be effective in their lives. Many doubted they would have the time to be able to plan and track their habits. Suggestions to avoid bars or social situations were perceived as completely unrealistic for this audience.
- Many participants, however did feel that the information provided recognized the context in which many students smoked. They reported being likely to recommend the guide to people around them who wanted to quit.

"its hard to relate to people in my age groups with things like this as we tend to be a bit rebellious when we break free of the nest so to speak, so tactics like "avoid the bars" to stop smoking don't work to well."

"Reading through a guide does little to "inspire" me, and so even if I were to attempt the formulaic plan as suggested on the site, I do not think it would be successful. Maybe if someone were actually serious about quitting and had searched out the site by their self it do more to cement the will to quit in their mind. But, seeing as how I am not in that situation and I am quite stubborn, it's going to take a lot more than a mere blurb about the dangers of smoking to get me to kick the nic."

"The fact that it gave us more unknown facts rather stating the ones we all know of, was also a good thing. I know smoking is bad and I still do it, give me something else to work with! And that's what the article did. The fact about the animals being so affected by second hand smoke really stood out for me. Also the fact about having abdominal cramps also was really relevant. I have that symptom and never really knew it was related to that. So that we be more of an incentive for me to quit."

"I would recommend this guide to someone who was considering quitting or to someone who mentions that they really do not know why they are smoking because I feel that this website provides a lot of useful information and is a very good start for anyone looking to quit."

Language/ Tone/ Topics

- As with all the modules, this one drew complaints for certain language quirks:

"Staying smoke-free can be just like that. You have the ability to stay smoke-free; it's just a matter of practice. So, stick with it, and achieve your goal. – A bit to barney like for my taste"

"There were a couple of lines that I found slightly amusing, not so much in their abuse of the English language, but in blatantly exaggerating certain main points. Take, for example, the following:

"Get your kicks from exercise. Exercise can do for you what smoking used to do: Burn calories" I mean, maybe I'm just being a cynic, but even the heartiest of smoking marathons don't go a long way in shedding those excess pounds, a fact which im confident most people are well aware. "

2. "Reward yourself for your first 24 hours of being smoke-free!

A word to the wise: choose your rewards carefully. Drinking alcohol may not be a good reward if it will make you want to smoke. And a gooey doughnut may not be a great idea if you're worried about gaining weight." Hah, great, but last I checked we were talking about the smoking problem, not the obesity epidemic or a burgeoning binge drinking dilemma. One problem at a time... slowly but surely. Wow, and that emphasis on the doughnut! A goooey doughnut, (I'm envisioning Krispy Kreams here) stated as though we might succumb to the sweet succulent "goeyness". Poorly written, well, that's a judgment call, but it is surely a good laugh.

- Some participants described this module as the least "cliché-ridden" of the group and most appropriate for its intended audience.

Missing information

- Participants wanted to see more outside links to resources about quitting smoking
- Include a section about the cost of smoking – this resonates with students.



"Links to other website like «www.LeaveThePackBehind.org» and the «quit smoking programs or services on campus.» are good ideas. It's important to show that there is a lot of resources. I think that the reading could be more fluent with some extra like pictures, video or mp3..."

"The second thing is that I don't think I saw it mentioned once just how expensive being a smoker can get, and that in itself is a big motivating factor for quitting (especially for students) fine, this is a web site for health canada,"

Problematic information

- Ensure that the scientific aspects of how smoking works in the body are fully described, as some effects were challenged by the audience.

"Why is carbon monoxide so bad? Because it makes it harder for oxygen to get from your blood to the rest of your body. That makes it harder for you to exercise and move around."

wrong!!! - carbon monoxide bonds with red blood cells instead of oxygen. and the problem isn't so much it being there but that it takes your body forever to get rid of it. too much carbon monoxide in your bloodstream and you will pass out and asphyxiate."

Suggestions for improvement

- Reduce the length of the document by formatting topics as links.

7.0 The Straight Goods about Smoking and Quitting at Work

- For these participants, smoking at work often occurred in a social context, usually around "breaks".
- Those participants who were not surrounded by smokers at work often reported feeling embarrassed about their habit and tried to conceal it from others.

"The times I smoke at work are when people ask me to go out with them, or if they're taking a break and I need a break as well. We have a designated area at work for smokers due to complaints from non-smokers and I'll casually walk by (to see who's there) to see if I'd like to join anyone."

"Admittedly I think about being that smelly guy in the office....with no other smokers I don't want to be solely responsible for creating an offensive lingering smell. Plus it's cold outside....and I even hate the way cold stale smoke smells on someone."

Overall impact:

- Even though this guide was perceived by many as being very long, there was a sense that it could not truly capture the diversity of workplace/ smoking situations.
- Some of the strategies presented for quitting smoking while working resonated with participants.

"Overall, this document seems to be directed at someone who works in the service sector with strict working hours, is more of an extrovert and is more sensitive to the opinions of others around them. If the govt really really wants to get through to ALL non-smokers, they'll need iron-clad arguments that appeal to all personality types and job profiles. At the risk of sounding like a professional justifier, this doc just doesn't cut it for me."

"I liked the suggestion for day 3 day make a list of potential problems and withdrawal symptoms, so that as they come there is a step-by-step way to go about dealing with them. I find it easier to tackle

problems in an organized way, so having a list ready to put into action would really help someone like me to actually identify and deal with any problems effectively. Often the symptoms of withdrawal appear and I am not conscious of the fact that this is a result of not smoking, and then I crave a cigarette without really putting two and two together. Identifying the withdrawal is the first step towards beating it I think."

"I could have definitely seen myself using these steps. The cautionary note is probably the most difficult barrier to overcome. Smoking areas and social ties are hard to avoid. This comfort zone and getaway would be one of the hardest to overcome - more than the addiction itself. Missing out on the conversation and relationship building opportunities is hard"

Language/ Tone/ Topics

- This module was perceived to be addressing the widest range of ages (as young as 16 and as old as 55).
- The use of bullets and point-form was thought to work best for this audience.

"The bulleted lists were effective, meaning that the information conveyed there was concise and fact-based. The subtitles in the article made it flow smoothly as well, easier to keep the readers attention."

- Certain quirks in the language remain for members of the audience:

"Straight goods" doesn't fit with tone of the article. This term is too juvenile.

"But it's all true and backed up by solid research." -- Sounds like something an uninformed teenager would say during a presentation they didn't prepare for. "solid" is not a good word to describe research, at least not on it's own...and especially for the grumpy eye of a quitting smoker. I would recommend something like: "there is truth to this, and the following information has been collected through extensive research..."

"Every time you see each other, talk on the phone or chat online, say something good about quitting and something bad about smoking." -- This sounds like a brainwash to me. I'm a grown up - this is an instruction you would give a kid to help them stop wetting the bed.

Missing/ Problematic information

- Participants wanted to see a larger variety of tactics, in order to better reflect different smoking habits.
- Information presented about smokers being more accident prone was not believed by many in this audience.

"If anything I would say that you could elaborate on a couple items (so, I guess it's too short then). I love the 4 day process but wish that it had some suggestions of even some scenarios of what to do and how to go about preparing (with more detail) for the obstacles to come"

"Again I've already commented on the exercise bit, I think this is a great alternative but it is still difficult to put into motion. Challenging oneself is extremely important I think, but in between the daily grind it is easier to pick up a cigarette than to head to the gym. This requires a significant change in daily habit."

"I simply cannot concur with smokers having more accidents and injuries on the job, what the hell is being said, they could just be clumsy people. It doesn't state if they are smoking related accidents (slipping on ice when outside in the winter for a cigarette, burning an eyelash or 2 ... you get the idea) - it would help if "accidents" were elaborated on a bit."

Appendix A: O-line Discussion Guides

On-line
= Questionnaire



MODULE # 1: IS IT TIME TO QUIT?

Day 1

Readme #1:

We'd like to begin by discussing how you feel about quitting smoking (as in NEVER smoking again).

- 1^a Give us THREE reasons why you feel that quitting is a good idea and write a 1-2 sentences for each reason. ^{1a} ^{1b (spoke)}
- 2^a Now gives us THREE reasons why you have not fully quit smoking and write 1-2 sentences for each reason. ^{2a} ^{2b}

Write no less than 75 words

Readme #2:

Instructions Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/start-debut_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

- 3^a Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why? ^{3a} ^{3b} ^{3c} ^{3d}

Readme #3:

Instructions We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

- 4 • Pick three sentences you think are poorly written – those that make you "roll your eyes". Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

- 5 • Now rewrite each of the three sentences to make them better.

6^a Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss. ^{6a} ^{6b} ^{6c} ^{6d}

Day 2

Readme #1:

- 7^a Do you see yourself in this material? Is it relevant to your experience as a smoker? ^{7a} ^{7b}
- 7^c If it is, name THREE things that are relevant to your experience and describe why with examples.
- 7^d If it isn't relevant name THREE things that "just didn't seem right" about this document.

For this section write no less than 50 words total.

D:
C
O
D
E

Readme #2:

This document is supposed to encourage you to look at other guides that are more appropriate to your individual experiences as a smoker. Did it succeed? Did you fall into any of the types of smokers described here? Why?

If it didn't succeed, what would you change?

Readme #3:

Now go to "the Smoking Cycle and Life Transition sections":

How did this section strike you? Is it easy to read? Describe how you started smoking. Did you "follow the smoking cycle"?

Write at least 75 words.

Do you believe the information presented here? Is it too judgemental, or condescending? Describe why.

Day 3

Readme #1

How would you describe the overall length of this guide? Is it:

Too long? (If so, what would you cut?)
Too short? (If so, what would you add?)
Just about right? (If so, tell us what you thought when you were reading it.)

Readme #2:

Where do you think that you could see this information? Do you think this information would be accessible on a website, a pamphlet, a podcast -- or somewhere else? Describe where you would be when you'd read this kind information.

Readme #3:

Would you recommend this guide to someone you know who is a smoker? Why or why not?

Write at least 50 words.

MODULE #2: "Making and Marketing Cigarettes: Get the Facts"

Day 1:

Readme #1:

Do you ever think about what is in a cigarette? Tell us what you know about cigarettes (what's in them, how they are made).

Tell us about the differences between different kinds of cigarettes. Are there any? Are certain cigarettes "better" or worse for you? Explain.

Readme #2:

Instructions Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/marketing_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

16abcd Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why?
16a *16b*
16c *16d*

Readme #3:

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

17 • Pick three sentences you think are poorly written – those that make you "roll your eyes". Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

18 • Now rewrite each of the three sentences to make them better.

19abcd *19a* *19b* *19c* *19d*
Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

Day 2

Readme #1:

•

This module discusses issues surrounding the manufacturing and marketing of tobacco products.

20abc Describe what the TOP THREE issues or facts that made an impression on you. Were these facts new or interesting to you? Do you believe the information presented?
20a *20b* *20c*

For this section write no less than 75 words total.

Readme #2:

Read the section: Marketing Cigarettes. One of the issues addressed in this section deals with the social acceptability of smoking. "Manufacturers realize that if smoking becomes socially unacceptable, their industry will die a slow death."

21ab *21a* *21b*
Do you believe that statement? Do you believe the overall point of this section?

22 Does it adequately represent the tobacco industry, from your perspective and personal experience?

Readme #3:

Instructions Think of a few scenes from movies where characters are smoking.

Now read the section "Smoking in the Movies"

23abc Describe what you thought when you read this section. Did you believe the information provided? Why or why not?
23a 23b 23c

Write at least 75 words.

24abc Do you believe the information presented here? Is it too judgemental, or condescending? Describe why.
24a 24b 24c

Day 3

Readme #1

25ab How would you describe the overall length of this guide? Is it:
25a.

answer
choices
for
25a

Too long? (If so, what would you cut?)
Too short? (If so, what is missing?)
Just about right? (If so, tell us what you thought when you were reading it.)
25b.

Write at least 75 words.

Readme #2:

26abc Where do you think that you could see this information? Do you think this information would be accessible on a website, a pamphlet, a podcast -- or somewhere else? Describe where you would be when you'd read this kind information.
26a 26b 26c

Write at least 50 words.

Readme #3:

27ab Would you recommend this guide to someone you know who is a smoker? Why or why not?
27a 27b

Write at least 50 words.



MODULE #3: MEDICATIONS TO HELP YOU QUIT

Day 1:

Readme #1:

28abc Tell us a bit about what medical aids you are aware of that can help you quit. Have you used any, or do you know anyone who has? Have you talked about smoking with a doctor?
28a 28b 28c

Write no less than 75 words.

Readme #2:

Instructions Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/medic_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.



Have a detailed read through.

29abcd

Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why?

29a

29b

29c

29d

Readme #3:

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

30

- Pick three sentences you think are poorly written – those that make you “roll your eyes”. Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

31

- Now rewrite each of the three sentences to make them better.

32abcd

Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

32a

32b

32c

32d



Day 2

Readme #1:

33ab From what you know about medications to help you quit smoking, did this information ring true? Why or why not?

34abc Do you believe the information presented here? Is it too judgemental, or condescending? Describe why.

For this section write no less than 50 words total.

Readme #2:

35 Debate the merits of using anti-smoking medicines, now that you've read this document.

Readme #3:

36abcd Has this guide made you think about seeking medical aids to help you quit smoking? If so, what is your plan? If not, do you think you will use them in the future? When?

Write at least 75 words.

Day 3

Readme #1

37ab How would you describe the overall length of this guide? Is it:

Too long? (If so, what would you cut?)
Too short? (If so, what would you add?)
Just about right? (If so, tell us what you thought when you were reading it.)

Readme #2:

38abc Where do you think that you could see this information? Do you think this information would be accessible on a website or in a pamphlet or somewhere else? Describe where you would be when you'd read this kind information.

Write at least 50 words.

Readme #3:

39ab Would you recommend this guide to someone you know who is a smoker? Why or why not?

Write at least 50 words.

MODULE #4: Overcoming Nicotine Addiction and Withdrawal

Day 1

Readme #1:

40abc Have you ever tried to quit smoking completely before? Do you know someone who has tried (whether they failed or not)? If so, describe what they've gone through.

41 ab.

^{question stem or intro}
If you haven't tried to quit smoking, and don't know anyone who has, imagine that you woke up today and you were, in fact, quitting. What would happen to you? What would you feel?

41a

41b

Write no less than 75 words.

Readme #2:

(Instructions)

Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/start-debut_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

42 abcd

Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why?

42a

42b

42c

42d

Readme #3:

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

43

- Pick three sentences you think are poorly written – those that make you "roll your eyes". Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

44

- Now rewrite each of the three sentences to make them better.

45 abcd

^{45a} ^{45b}
Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

45c

45d

Day 2

Readme #1:

Read the Behavioural and Psychological/Emotional Addiction section.

46 ab

Is it accurate, understated or exaggerated? Write a bit about your experiences to describe why you feel this way.

46a

46b

Readme #2:

Keeping on the Behavioural and Psychological/Emotional Addiction section:

47 abcde

How do you feel about the proposed ways to overcome the addiction to cigarettes? Is this information helpful? What's missing? What's "too much"? What's "just right"?

47c

47d

47e

Readme #3:

Read the section on Myths about Addiction – and the Facts.

48 abcde

Have you heard these myths before? How do you feel about how they were presented? What's missing? What's "too much"? What's "just right"?

48c

48d

48e

Write at least 75 words.

49 abc

^{49 a} ^{49 b}
Backup Question: Do you believe the information presented here? Is it too judgemental or condescending? Describe why.

49 c

Day 3**Readme #1**

50 abc

^{50 a}
 How would you describe the overall length of this guide? Is it:

answer
choices
for 42a

Too long? (If so, what would you cut?) ←

Too short? (If so, what would you add?) ←

Just about right? (If so, tell us what you thought when you were reading it.) ←

Write at least 75 words.

50 b

Readme #2:

51

Where would you find this information? [At a pharmacy, At a doctor's office? Through a pamphlet? On a web site? On a podcast?] Paint us a picture.

Write at least 50 words.

answer options for 51

Readme #3:

52 abc

^{52 a} ^{52 b}
 Would you recommend this guide to someone you know who is a smoker? Why or why not?

Write at least 50 words.

**MODULE #5: Occasional Smoking: What's the harm?****Day 1****Readme #1:**

You've been asked to take part in this discussion because you've identified yourself as an occasional smoker.

53 abc

^{53 a} ^{53 b} ^{53 c} ^{53 d}
 Tell us about when you smoke. How often? Do you buy cigarettes? Give us a picture of what your smoking habit is.

Write no less than 75 words.

Readme #2:

Instructions Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/occasion_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

54 abc

^{54 a} ^{54 b}
 Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why?

54 c

54 d

Readme #3:

D-Code

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

55

- Pick three sentences you think are poorly written – those that make you “roll your eyes”. Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

56

- Now rewrite each of the three sentences to make them better.

57abcd

Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

Day 2

Readme #1:

Read the section: Attention, all replacement smokers.

58ab

- Do you think that this is an accurate representation of the tobacco industry's marketing strategy? Why or why not?

For this section write no less than 50 words total.

Readme #2:

59abcde

Tell me about the health effects of occasional smoking – found primarily in the section titled ‘it’s not just about health’.

Is this information new to you? Does it make sense with what you’ve personally experienced? What about others you know that smoke occasionally? Debate and discuss.

Readme #3:

60

Read the 5-Year Plan - Have you considered giving up smoking?

61ab

Would the suggested plan appeal to you? Why or why not?

62abc

Backup Question: Do you believe the information presented here? Is it too judgemental, or condescending? Describe why.

Day 3

Readme #1

63ab

How would you describe the overall length of this guide? Is it:

answer choices

Too long? (If so, what would you cut?)

Too short? (If so, what would you add?)

Just about right? (If so, tell us what you thought when you were reading it.)

Write at least 75 words.

Readme #2:

64

Where would you find this information? ^{answer choices for 64} [At college/university? At a doctor's office? Off campus? Paint us a picture. Through a pamphlet? On a web site? On a podcast? At a bar?]

Readme #3:

65a

65b.

65ab

Would you recommend this guide to someone you know who smokes once in a while? Why or why not?

Write at least 50 words.



MODULE #6: ARE YOU A STUDENT WHO WANTS TO QUIT?

Day 1

Readme #1:

66a

66b

66abcd

You've been picked to participate in this discussion because you are a student who smokes. Describe how you use smoking while studying. How much do you smoke when you feel "stressed?" Do you smoke at other times as well? Give us a picture of what this habit means to you.

66c

66d

Write no less than 75 words.

Readme #2:

Instructions

Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/student-etudiant_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

67abcd

67a

67b

Let's get some first impressions from you about this document. How old is the person you think this document is written for? Is this person younger or older than you? Why?

67c

67d

Readme #3:

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

68

- Pick three sentences you think are poorly written – those that make you "roll your eyes". Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.

69

- Now rewrite each of the three sentences to make them better.

70a

70b

70abcd

Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

70c

70d

DO NOT

Day 2

Readme #1:

Thinking about the information you read do you see yourself in this material
Name three things that you found 3 relevant and 3 things that didn't seem right

Readme #2:

Now look at the "Know Your Options" section

Do you think that this is a productive way to help people to quit smoking? What would you add or take away, based on your personal experiences?

Write at least 75 words.

Readme #3:

This guide is titled for students who would like to quit smoking. After reading this guide, are you answering "yes?" Why or why not?

Write at least 75 words.

Backup Question: Do you believe the information presented here? Is it too judgemental or condescending? Describe why.

Day 3

Readme #1

How would you describe the overall length of this guide? Is it:

Too long? (If so, what would you cut?)

Too short? (If so, what would you add?)

Just about right? (If so, tell us what you thought when you were reading it.)

Write at least 75 words.

Readme #2

Do you pay attention to information on things like drinking, smoking or drug abuse?

Where would you find this information? At school? At a doctor's office? Off campus? Paint us a picture. Through a pamphlet? On a web site? On a podcast?

If not, why not? Are you interested in the effects of using various substances? How do you know what you know?

Write at least 50 words.

Write at least 50 words.

Readme #3:

Would you recommend this guide to someone you know who is a student and smokes? Why or why not?

Write at least 50 words.

MODULE #7: THE STRAIGHT GOODS ABOUT SMOKING AND QUITTING AT WORK

Day 1

Readme #1:

You've been picked to participate in this discussion because you are smoker who works a regular job.

80abcde Describe the times when you smoke at work. 80a How often do you smoke? 80b Do you smoke with others? 80c How much? Give us a picture. 80d 80e

Write no less than 75 words.

Readme #2:

Instructions Cut and paste the following link in your browser: http://www.d-code.com/projects/youth-jeunes/work-travail_e.html. This is one of the forms of text we'd like you to evaluate. This document is not completely formatted as a real web site. All the links on the top, on the left hand side, and within the grey box are inactive. Links embedded in the document will move you along to other parts of the document and to other types of documents. If you ever click on something and get an error page, just "back" on your browser.

Have a detailed read through.

81abcde Let's get some first impressions from you about this document. 81a How old is the person you think this document is written for? 81b Is this person younger or older than you? Why? 81c 81d

Readme #3:

We'd like to have you review the text in a little more detail. Print out the text and grab your red pen – we'd like you to serve as an editor for this document.

- 82
- Pick three sentences you think are poorly written – those that make you "roll your eyes". Tell us why you would want to change them. You can write one sentence about each, or a paragraph about all of them.
- 83
- Now rewrite each of the three sentences to make them better.

Write no less than 75 words.

Readme #3:

84 Now describe three things you would change about this document. Feel free to be as broad and specific as you wish.

Day 2

Readme #1:

preamble

There are a lot of facts in here about the connection between smoking and workplace behaviours. Do you ever think about these connections? Has anything changed in your thinking now that you've read this material? Describe!

85abc

85a

85b

85c

86

Name 3 things you like and 3 things you didn't like

For this section write no less than 50 words total.

Readme #2:

Look at the section entitled 'Reasons for higher costs'

87a

87b

87abc

Does this make sense with your own experiences at work? What about the experiences of other smokers you know at work? Explain with a few examples.

87c

Write at least 75 words.

Readme #3:

Look at the "Four day quit plan" section:

88

Is this a new way of looking at quitting smoking?

89

Is it feasible for you – what about some of your colleagues?

90

Reading the 'cautionary note' underneath – is this a real concern for you?

Write at least 75 words.

91abc

91a

91b

Backup Question: Do you believe the information presented here? Is it too judgemental or condescending? Describe why.

91c

Day 3

Readme #1

92ab

92a

How would you describe the overall length of this guide? Is it:

answer choices

Too long? (If so, what would you cut?)

Too short? (If so, what would you add?)

Just about right? (If so, tell us what you thought when you were reading it.)

92b.

Write at least 75 words.

Readme #2:

93ab

93a

93b

Is the workplace a good place to distribute materials like this? Why or why not?

94

Where would you find this information? [At school? At a doctor's office? Off campus? Paint us a picture. Through a pamphlet? On a web site? On a podcast?]

answer choices

Write at least 50 words.

Readme #3:

q5ab

95a

95a

Would you recommend this guide to a co-worker who smokes? Why or why not?

Write at least 50 words.

96abcd

96a

96b

Backup question: How would you describe the tone of this document? Is it too complex? Is it too simple? Debate and discuss.

96c

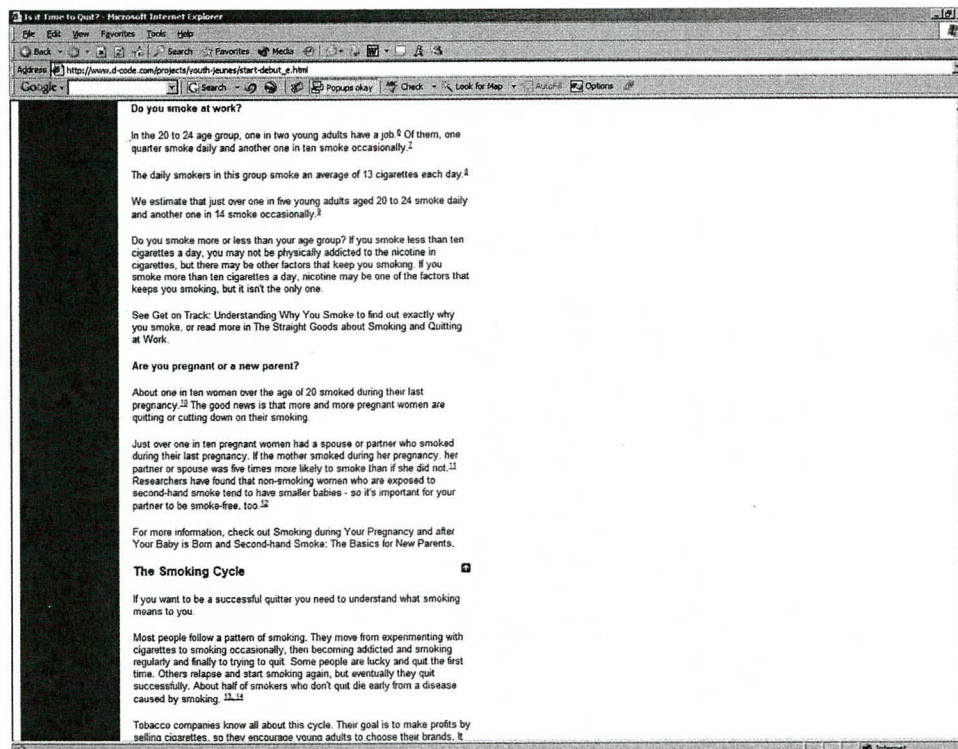
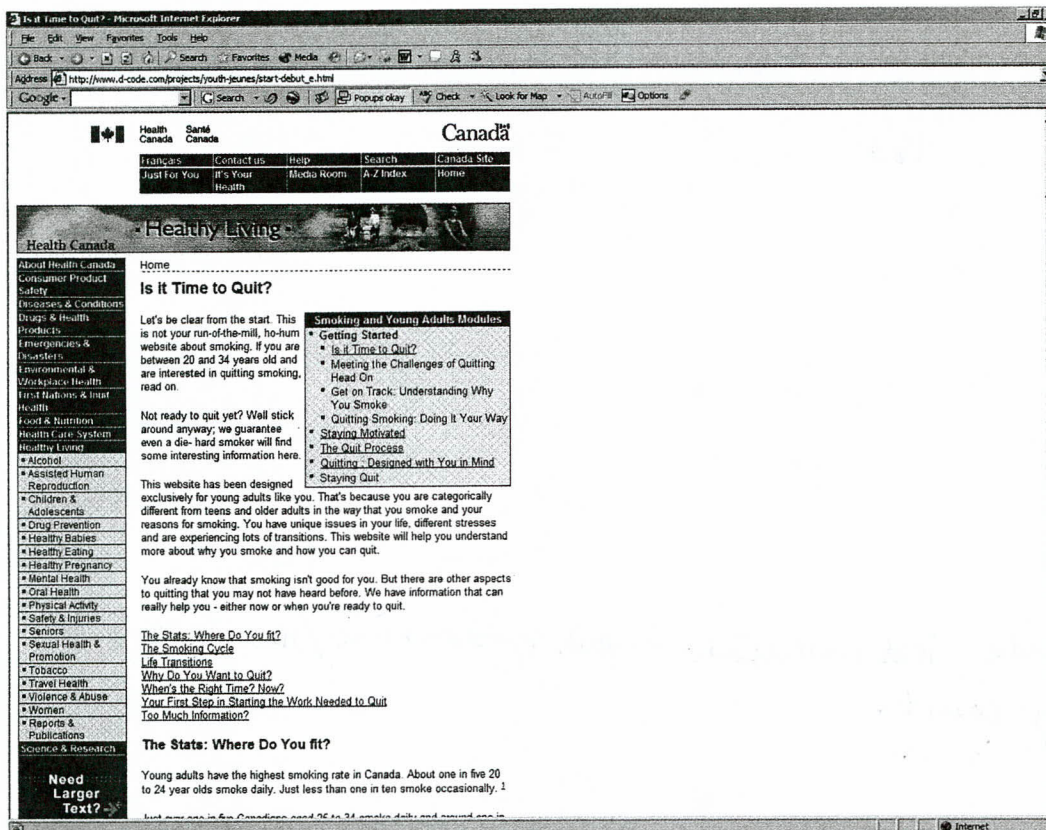
96d



* Include test materials in your questionnaire / discussion guide
page count.

Appendix B: Tested Materials

“Is it Time to Quit?” Module:



"Making and Marketing of Cigarettes" Module:

Canada
Health Canada

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Healthy Living

Making and Marketing Cigarettes: Get the Facts

Many smokers think cigarettes are simply tobacco leaves rolled in white paper. In reality, each cigarette is a highly-engineered product that is subtly marketed to consumers through sophisticated campaigns.¹ Read on for some interesting facts about cigarette manufacturing and marketing that may well surprise you.

Smoking and Young Adults Modules

- Getting Started
- Staying Motivated
- The Plus Side of Quitting
- Making and Marketing of Cigarettes: Get the Facts
- Helping Someone Quit
- The Quit Process
- Quitting - Designed with You in Mind
- Staying Quit

Growing Tobacco

Tobacco is a sensitive plant, which can become diseased quite easily. Therefore, a huge amount of pesticides and fertilizers are needed to grow a healthy tobacco crop. Up to 15 applications of pesticide are required during a three-month growing period. More and more of the tobacco found in Canadian cigarettes is grown in developing countries where pesticides and fertilizers are poorly regulated, and where farmers do not wear protective clothing or gear when applying chemicals.² As a result, their health is at great risk.

The use of child labor is also common in the major tobacco-producing countries (including Argentina, Brazil, China, India, Indonesia, Malawi, the United States, and Zimbabwe).³ The pesticides on the tobacco plants can

What Do You Think?

Do you fit any of these descriptions, even though you may not want to admit it? As heavy consumers, young adults are clearly the subject of endless marketing studies and the tobacco industry commissions some of the most detailed work. The earlier people start to smoke, the more likely they are to become addicted and smoke over the longer term.²⁴ Marketing aimed at young adults is therefore a way to ensure the future of the tobacco industry. Do you really want to be taken in by their marketing techniques?

In the process of becoming the person you are today, did you ever struggle to establish your own unique and personal identity? The decision to smoke or not to smoke can be one of the most stressful choices a young person makes. Think back to your choice, the reasons why you smoke (see Get On Track: Understanding Why You Smoke), or how you've come to smoke your current brand: could you have been influenced by media or any of the marketing tactics outlined above?

Isn't the process of "growing up" supposed to be about independence and individual choice? Does it make sense then to be playing into the hands of tobacco manufacturers by becoming more and more hooked on cigarettes? Do you really want to become exactly who they want you to be?

Many people have a deep sense of social justice. Are you one of them? Maybe you've even been ignoring smoke-free laws because you felt they were creating social injustice. The tobacco industry has played on these perceptions and values to keep young adults smoking. When you think of what cigarette manufacturing is doing to our planet - from the devastation of forests around the world to the health costs to tobacco farmers and their families, not to mention the over 45,000 Canadian deaths a year due to smoking²⁵ - which is the greater social injustice?

Has anything you've read here made you stop and think? Has anything made you feel influenced by the tobacco industry? Some young adults find that's enough to make them want to quit. If you feel that way, too, why not take a look at Quitting Smoking: Doing It Your Way, Get on Track: Understanding Why You Smoke and Tools and Resources.

Give some thought to how you may be being manipulated into smoking the next time you pick up a cigarette. And then throw it away when you decide not to contribute to tobacco manufacturers' profits any longer.

Reference

¹ It may seem to you that "everybody" smokes because most of your friends do, but the latest statistics show that only 28% of young Canadian adults aged 20-34 smoke. That's less than 3 in 10 and includes both regular and occasional smokers. Health Canada. *GTUHS 2004 Table 1*.

² Brautigam, Tara, "Canada's tobacco farmers battle debt, depression as industry hits hard times," *Canadian Press*, Oct. 27, 2005.

300

"Medications to Help you Quit" module:

Medications to Help You Quit

Since the 1970s, pharmaceutical companies have been developing new medications to help people quit smoking. In Canada, nicotine gum was the first product to appear, followed by the patch, then bupropion and finally, the nicotine inhaler. Other prescription medications, such as nortriptyline and clonidine, also help smokers quit,¹ but are not well known by physicians and do not have approval by Health Canada for quitting smoking.

Do you want to increase your odds of quitting successfully? These medications may double your chances. Research studies have shown that nicotine replacement therapy and bupropion have each been found to almost double quitting rates compared to a placebo⁴ (a fake pill, gum, etc. that contains no medication.) But don't mistake any of these medications for a "magic bullet". Quitting smoking may still require a lot of effort but these medications can help make it easier by relieving your withdrawal symptoms and/or reducing your desire to smoke. (See [Overcoming Nicotine Addiction and Withdrawal](#) for more information.)

The next section will explain how each of these medications work. But before you can fully understand the use of these medications, you need to know what nicotine is and how it affects you.

What is Nicotine?
Nicotine Withdrawal
What is Nicotine Replacement Therapy?
How Does NRT Work?
Types of NRT
Bupropion
Other Medications for Quitting Smoking
Combining Medications
Quitting is More than Just Nicotine Withdrawal

Nicotine Withdrawal

When a smoker quits, their body may miss the nicotine. This causes signs of withdrawal, such as feeling grumpy, headaches, the sweats, or strong urges to smoke. For most people, the worst of the withdrawal is usually over within a few days to a few weeks. However, some smokers experience unbearable withdrawal and medications such as nicotine replacement therapy (NRT) can help.

What is Nicotine Replacement Therapy?

Nicotine replacement therapy (NRT) is one type of medication that helps people quit smoking. While it contains nicotine, it does not include all of the other harmful chemicals found in tobacco, especially tobacco smoke. Unlike cigarettes, NRT is often called a "clean" nicotine delivery system because the only thing your body absorbs when you use NRT is the nicotine itself.

NRT helps to decrease your withdrawal symptoms when you first quit. This will make it easier for you to stay smoke-free. Keep in mind that physical withdrawal will not be your only symptom. You will also be tempted to smoke because of your habit or because of your smoking triggers. (Check out Get On Track: Understanding Why You Smoke for more about triggers.)

One of the reasons some people don't reach their goal of becoming smoke-free is that they stop taking NRT too soon. Remember, your cravings may continue for months or even longer and you may need to continue to take NRT for a while.

How Does NRT Work?

NRT is not a full "replacement" for nicotine. It will help get your body used to having less and less nicotine in your system so that eventually you won't need it anymore. By providing a lower dose of nicotine than you get by smoking, NRT can gradually get rid of your physical craving for cigarettes.

How much NRT do you need?

That depends. If you are a pack-a-day smoker, you're probably getting over 200 hits of nicotine a day. When buying NRT, don't choose the lowest dose and then blame the medication if it doesn't work for you. Take it as directed according to how much you smoke and give it a chance to work.

Nicotine replacement products are currently regulated by the government to be used over a period of 10 to 12 weeks. Some people may need to use NRT longer than is recommended to quit successfully. If you decide to use NRT longer than three months, please discuss it with your doctor or pharmacist.

Types of NRT

There are three types of nicotine replacement therapy approved for sale in Canada:

"Occasional Smoking" module:

Occasional Smoking: What's the Harm? - Microsoft Internet Explorer

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Address http://www.d-code.com/projects/youth-jeunes/occasion_e.html

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Health Canada

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Occasional Smoking: What's the Harm?

Everyone knows the financial costs and the health risks of smoking are high. As a result, many smokers these days are occasional smokers. They only smoke a handful of cigarettes during the week. Or they just smoke on weekends. Or they smoke only in certain situations, like when they:

- Drink alcohol
- Socialize with friends who smoke
- Can take time to truly enjoy the cigarette
- Feel especially stressed, or really need a break
- Are away from their family
- Are offered a cigarette by someone else
- Are home where parents or other family members are smoking indoors

Smokers move back and forth from regular to occasional smoking in a variety of ways. Some occasional smokers were once regular smokers. They used to smoke every day, but they cut down to just a few cigarettes per week. Others have always been occasional smokers.

Research has shown that the same number of occasional smokers increase to regular smoking as those who decrease to no smoking.¹ There is also evidence that many smokers who reduce to occasional smoking as part of a quit attempt are able to maintain that status over the long term.²

If you are an occasional smoker, you already know you are different from a regular, daily smoker. Unlike those regular smokers, you:

- Don't feel like you need to smoke everyday

The Bottom Line: Smoking is Smoking

Need Larger Text?

Smoking and Young Adults Modules

- Getting Started
- Staying Motivated
- The Quit Process
- Quitting : Designed with You in Mind
- Occasional Smoking - What's the Harm & Are You A Student Who Wants to Quit?
- Are You A Student Who Wants to Quit?
- The Straight Goods on Smoking and Quitting at Work
- Smoking in Pregnancy and After Your Baby is Born
- Second-hand Smoke: The Basics for New Parents
- Staying Quit

Occasional Smoking: What's the Harm? - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.d-code.com/projects/youth-jeunes/occasion_e.html

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one of the most common ways to lose weight is to eat less and exercise more. The company's weight smoke, was quoted as saying:

"We don't smoke the s---, we just sell it. We reserve that for the young, the poor, the black, and the stupid".¹¹

Even though cigarette companies describe their own customers with very unflattering labels, they realize that the young adult smoker is one of their most important customers. Young adults who smoke are viewed as "replacement smokers." When old smokers quit smoking or die - more than half from tobacco-caused diseases - tobacco companies must find replacement smokers in order to maintain their huge profits.

Cigarette companies use many strategies to influence occasional smokers to smoke more.^{12,13,14} One example is the time and energy tobacco companies put into events in bars and clubs patronized by young adults. (For details, see *Making and Marketing Cigarettes: Get the Facts*.) Marketers who work for the tobacco industry can see the strong links between smoking, drinking alcohol and socializing. They help their companies exploit these links by running promotional events in bars. The idea is, in part, to persuade occasional smokers to smoke more and more - and maybe even become lifelong, regular smokers.

It's Not Just about Health

Sometimes, it's not clear whether occasional smokers are just starting to smoke, whether they are trying to cut back to quit or whether they are a 'new type' of smoker altogether. What is clear is this: no matter how much someone smokes, or why the person smokes, quitting is always a better alternative than smoking.

If you started smoking within the past few years, here are some facts to consider:

- Even occasional smokers can become fatally addicted to nicotine. Do you want to become a **slave**?
- Once a pattern of smoking is established, it usually lasts 16 years for men and 20 years for women. Quitting now will save you a lot of money and effort later. (Just ask someone who's 40 or 50 and still smokes.)¹⁵
- Admit to yourself that you really are a smoker rather than a non-smoker who smokes sometimes. Then do something about it.

If you used to smoke every day or almost every day, but have now cut back, here are some things to consider:

- It can be easy to talk yourself out of quitting by saying, "At least I'm smoking less now than before." If this is becoming an excuse for not quitting, try to remember this: reducing is good, but quitting is better.
- Even though some quitting aids and smoking cessation programs seem geared to older adults or heavier smokers, consider using them. They really do help your chances of quitting for good. (See Medications To Make Your Quit, Quitting Smokers: Don't Let Your Mind Be On the

“Overcoming Nicotine Addiction and Withdrawal” module:

Overcoming Nicotine Addiction and Withdrawal - Microsoft Internet Explorer

Address: http://www.d-code.com/projects/youth-jeunes/nicotine_e.html

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Healthy Living

Home

Overcoming Nicotine Addiction and Withdrawal

Everyone quits smoking in their own way. Some people find it easy. Others find it tough, especially if they are more addicted or have been smoking for a longer time.

Did you know that there are several different ways that you can be addicted to cigarettes? The physical addiction is obvious. You can also be addicted behaviourally, psychologically and/or emotionally. If you are going to be successful at quitting smoking, you will need to overcome all your types of addiction. (Check out Get on Track: Understanding Why You Smoke for more on the reasons you smoke as well as the section below on [nicotine dependence](#).)

What keeps you hooked? Read on and decide for yourself.

[Behavioural and Psychological/Emotional Addiction](#)
[How Does Nicotine Work?](#)
[Physical Withdrawal](#)
[Some Myths about Addiction - and the Facts](#)
[Are You Ready to Cope With the Realities of Withdrawal?](#)
[A Word About Alcohol and Other Drugs](#)

Behavioural and Psychological/Emotional Addiction

Behavioural addiction

Quitting smoking can be hard because of other things you do automatically when you smoke. Your smoking may be associated with behaviours that have become cues or triggers to smoke.

For example, some people smoke when they talk on the phone, after finishing a meal, when they drink coffee, tea or alcohol, when they drive or when they

Smoking and Young Adults Modules

- [Getting Started](#)
- [Staying Motivated](#)
- [The Quit Process](#)
 - [Tools to Help You Quit](#)
 - [Overcoming Nicotine Addiction and Withdrawal](#)
 - [Medications to Help You Quit](#)
 - [Quitting - Designed with You in Mind](#)
 - [Staying Quit](#)

Need Larger Text?

- Do something else while you're on the phone to keep your hands busy. Make dinner, doodle. Keep your phone calls short so that you're not tempted to smoke.
- Get up from the table after dinner and immediately clear it and do the dishes or brush your teeth, rather than sitting over a cigarette.
- Try eliminating or reducing your caffeine and alcohol intake until you are sure that you can cope with having coffee, tea or a drink without wanting a cigarette.
- Take a different route to and from work, school or other places you go in your car to keep your mind on driving and not on smoking.
- Go for a walk on your break or window shop and dream about what you're going to buy with all of your extra money once you quit smoking for good.

What are your own personal triggers or cues to smoke? Think about how you are going to avoid them.

Psychological or emotional addiction

Your smoking addiction may also be psychological or emotional. People often smoke to manage their emotions, such as being bored, sad, depressed, happy or stressed. Sometimes smokers call their cigarettes their friend or even their **love**. They think that cigarettes are the only things they can rely on.

Ways to overcome your psychological or emotional addiction

Try some of the following ways to help cope with your psychological or emotional addiction:

- Ask yourself if you are feeling lonely, sad, anxious, or scared.
- Allow yourself to feel these emotions. Don't judge yourself. Even difficult feelings are normal.
- People often say that when they smoke they swallow their feelings. It may be helpful to start dealing with your feelings in a healthier way.
- Express your feelings - laugh out loud, cry, even shout if you have to. Just try to be careful who you express yourself to. You don't want to take your feelings out on others.
- Write down how you are feeling, or write anything else, such as a poem or short story.
- Start an internet blog about your experiences with quitting smoking.
- Read books, or surf websites that are inspiring or help you understand what you are going through.
- Get support from family, friends, or a health care professional.
- Do activities that you enjoy and are calming, such as hobbies, listening to music or dancing.
- Exercise or go for walks, alone or with a friend who has agreed not to smoke around you.
- Remind yourself often of your progress.
- Reward yourself with something that you've been saving your cigarette

“Are you a Student Who wants to Quit?” module

Are You a Student Who Wants to Quit? - Microsoft Internet Explorer

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Healthy Living

Home

Are You a Student Who Wants to Quit?

Smokers today often feel quite stressed by the demand to quit smoking. Students who smoke can feel even more stressed due to added pressures of school work, homework, lack of spending money, debt and demands on their limited free time. If you are thinking about quitting sometime in the future, or you are ready to quit right now, here's some information that may be of interest to you.

You can also take advantage of campus quit smoking programs designed especially for students. Check with your campus clinic to see if there is a program like [Quit The Pack Behind](#) on your campus.

Smoking and Young Adults Modules

- [Getting Started](#)
- [Staying Motivated](#)
- [The Quit Process](#)
- [Quitting : Designed with You in Mind](#)
- [Occasional Smoking - What's the Harm o Are You A Student Who Wants to Quit?](#)
- [Are You A Student Who Wants to Quit?](#)
- [The Straight Goods on Smoking and Quitting at Work](#)
- [Smoking in Pregnancy and After Your Baby is Born](#)
- [Second-hand Smoke: The Basics for New Parents](#)
- [Staying Quit](#)

People Who Pressure You to Quit

Fast and Dirty
Little Known Facts about Smoking
Know Your Options
How to Stay Quit

People Who Pressure You to Quit

Most students who smoke say that smoking has at least some of these benefits:

- Reduces stress and tension
- Improves concentration
- Gives you something to do with friends
- Boosts energy
- Reduces anger and frustration

Need Larger Text? >

Are You a Student Who Wants to Quit? - Microsoft Internet Explorer

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Address http://www.d-code.com/projects/youth-jeunes/student-etudiant_e.html

Google Search

A word to the wise: choose your rewards carefully. Drinking alcohol may not be a good reward if it will make you want to smoke. And a gooey doughnut may not be a great idea if you're worried about gaining weight.

DAY 3: Take control

- Most quitters begin to experience nicotine withdrawal symptoms a few days after quitting. It can be helpful to prepare yourself to take control of those symptoms.
- Make a list of things you will do to deal with problems such as irritability, headaches, problems sleeping, feeling down, hunger, or trouble concentrating. Be ready to put your list into action.
- Most smokers who are cutting back or quitting may find that withdrawal symptoms make them want to smoke. Prepare for this. It can be really helpful to brace yourself for such temptation.
- Make a concrete plan for dealing with situations that are bound to tempt you. Be ready to
 - Switch from coffee to fruit juice if coffee will trigger the urge to smoke
 - Take a music break (not a smoke break) when studying.
 - Stay home with a friend instead of going out if partying will trigger that urge
 - Relax with deep breathing (not a cigarette) when stressed.
 - Go to smoke-free places with your friends (movies, shopping malls, restaurants).

DAY 4 and Beyond: Stick with the Program

- Keep looking ahead. See yourself as a successful quitter.
- Get your [back](#) from exercise. Exercise can do for you what smoking used to do.
 - Provide a great way to socialize
 - Burn calories
 - Raise your metabolism
 - Increase your energy
 - Improve your sleep
 - Enhance your ability to concentrate
 - Reduce stress, tension, anger and irritability.

A little help from your friends

Whether you plan to quit on your own, with assistance from a healthcare professional or by using the patch, gum, or other quitting aid, you will increase your odds of success by asking someone to support you. When the time comes to quit, ask your roommate, a friend from class, or someone else you trust to make a deal with you to help you quit. If that person smokes, consider making a deal to quit together.

Think about making things like this part of your deal:

"The Straight Goods on Quitting Smoking at Work" module:

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The Straight Goods about Smoking and Quitting at Work

You may not see the connection between smoking and your workplace but there is one. Whether you work in a factory, an office, a hospital, a school, etc., your workplace can either help or hinder your quit attempt.

Telling It Like It Is
Want to Make Yourself More Marketable?
Want to Reduce Your Work-Related Health Risks?
Want to Be More Popular at Work?
Want Employers and Co-workers to Think the Most of You?
If You're Ready to Quit Now
A Cautionary Note
How You can Help Make your Workplace Smoke-free
Take Advantage of Your Smoke-free Workplace
Not Ready to Quit Yet?

Smoking and Young Adults Modules

- Getting Started
- Staying Motivated
- The Quit Process
- Quitting : Designed with You in Mind
- Occasional Smoking - What's the Harm o Are You A Student Who Wants to Quit?
- Are You A Student Who Wants to Quit?
- The Straight Goods on Smoking and Quitting at Work
- Smoking in Pregnancy and After Your Baby is Born
- Second-hand Smoke: The Basics for New Parents
- Staying Quit

Telling It Like It Is

There may be some information here that you may find surprising or even offensive. But it's all true and backed up by solid research. We wanted to give you the straight goods and hope you can use the information positively to motivate you to quit smoking.

Want to Make Yourself More Marketable?

Do you think that quitting won't affect your job opportunities? Read on. It may make you change your mind.

The Day Before You Quit

- Write down all your reasons for quitting.
- Create a smoke-free space to live in by throwing away everything related to smoking (ashtrays, matches, cigarettes, etc.).
- Smoke your last cigarette.

DAY 1: Quit Smoking

- Take control. If you find yourself in a situation that makes you want to smoke, remove yourself from that situation. Get away from what ever is making you want to smoke. Shift your attention to something else.
- When you crave a cigarette, substitute something healthy and try to keep your hands busy. Eat veggies, draw, work out, dance around while you listen to music, drink water, doodle while you daydream, go for a walk in the fresh air, email a friend or chat on line.

DAY 2: Reward yourself

- Reward yourself for your first 24 hours of being smoke-free!
- A word to the wise: choose your rewards carefully. A gooey doughnut may not be the best idea if you're worried about gaining weight.

DAY 3: Take control

- Most quitters begin to experience nicotine withdrawal symptoms a few days after quitting. It can be helpful to prepare yourself to take control of those symptoms.
- Make a list of things you will do to deal with problems such as irritability, headaches, problems sleeping, feeling down, hunger, or trouble concentrating. Be ready to put your list into action.
- Most smokers who are cutting back or quitting may find that withdrawal symptoms make them want to smoke. Prepare for this. It can be really helpful to brace yourself for such temptation.
- Make a concrete plan for dealing with situations that are bound to tempt you. Be ready to:
 - o Switch from coffee to fruit juice if coffee will trigger the urge to smoke
 - o Take a music or window shopping break instead of a smoke break
 - o Stay home with a friend or your partner if going out will trigger that urge to smoke
 - o Relax with deep breathing (not a cigarette) when stressed
 - o Go to smoke-free places with your friends (movies, shopping malls, restaurants).

DAY 4 and Beyond: Stick with the Program

- Keep looking ahead. See yourself as a successful quitter.
- Get your kicks from exercise. Exercise can do for you what smoking