

TOBACCO USE MODULE

Please note, this paper version of this module contains a complete set of questions for all grades. Certain questions may not appear or may be slightly different when you go to complete the online version of this assessment simply based on school grade levels.

*Indicates that this question will only appear for schools registered with any grades 1 through 8

** Indicates that this question will only appear for schools registered with any grades 9 through 12

HEALTHY PHYSICAL ENVIRONMENT

1. Does your school prohibit each type of tobacco for students? (Check all that apply)

| | Use | Possession |
|--|-----------------------|-----------------------|
| a) Cigarettes | <input type="radio"/> | <input type="radio"/> |
| b) Cigars | <input type="radio"/> | <input type="radio"/> |
| c) Cigarillos (little cigars) | <input type="radio"/> | <input type="radio"/> |
| d) Smokeless tobacco (e.g., chewing tobacco, pinch, snuff or snus) | <input type="radio"/> | <input type="radio"/> |
| e) None of the above | <input type="radio"/> | <input type="radio"/> |

2. Does your school prohibit tobacco use in each of the following locations for each of the following groups? (Check all that apply)

| | Students | Teachers / Staff | Parents / Guardians | Other Visitors |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) School buildings during school hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) School buildings <i>outside</i> of school hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) School grounds during school hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) School grounds <i>outside</i> of school hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Within a specified distance of school grounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) School buses or other vehicles used to transport students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Private vehicles parked on school grounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Sponsored events <i>off</i> of school grounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Does your school have a designated spot on school grounds where students are allowed to smoke?

- Yes
- No
- No, but there is an area off of school grounds within view of the school
- Don't know

4. Does your school post signs marking it as a tobacco-free environment?

- Yes
- No
- Don't know

SUPPORTIVE SOCIAL ENVIRONMENT

5. Does your school have *written policies or practices* related to tobacco use?

- Yes, we have existing written policies
- Yes, we have written policies still under development
- Yes, we have practices
- No

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6. Does your school follow *written policies or practices* on tobacco use that were developed by...

| Yes | No | Don't know |
|-----|----|------------|
|-----|----|------------|

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| a) Your school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Your school board/division/district? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Your provincial government education ministry? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How long have your school-specific *written policies* on tobacco use been in place?

- 5 or more years
- 3-4 years
- 1-2 years
- Less than 1 year
- Don't know
- This school does not have a written tobacco policy

8. How frequently are your school-specific *written policies* on tobacco use reviewed?

- At least once per year
- Less than once per year
- Never
- Don't know
- This school does not have a written tobacco policy

9. Does your school's *written policy* on tobacco use outline the intent and/or the rationale of the policy?

| Yes | No | Don't know | No written policy on tobacco use |
|-----|----|------------|----------------------------------|
|-----|----|------------|----------------------------------|

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Intent (e.g., to prevent students from starting to smoke, to reduce second hand smoke exposure, to ensure a healthy environment for students, staff and visitors, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Rationale (e.g., tobacco smoke is a known carcinogen and poses a severe health hazard, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. **With whom does your school collaborate to develop *written policies and practices* on tobacco use? (Check all that apply)**

- Students
- Teachers/Staff
- Parents/Guardians
- School board/division/district officials
- Regional health authority/ public health unit
- Community representatives (e.g., The Lung Association, Heart and Stroke Foundation, Canadian Cancer Society, etc.)
- This school does not have a collaboration process in place

11. **Which of the following methods does your school use to communicate its *written policies or practices* on tobacco use to the school community?**

| | Yes | No |
|--|--------------------------|--------------------------|
| a) Written in a student agenda | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Written in a school and/or board/division/district handbook | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Written in a school and/or board/division/district newsletter | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Verbally discussed with staff (e.g., staff meetings, professional development days) | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Verbally discussed with students (e.g., assemblies, school council) | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Posted on school and/or board/division/district website(s) | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Posted at school | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Email distribution | <input type="checkbox"/> | <input type="checkbox"/> |

12. **What are the consequences for students who are caught violating your school's *written policies or practices* on tobacco use?**

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| a) Issue warning (written or verbal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Inform parents or guardians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Refer to a school administrator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Refer to a school counsellor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Encourage, but not require, to participate in an assistance, education, or quit smoking program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Require to participate in an assistance, education or quit smoking program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Confiscate tobacco | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Assign additional class work (written/presentation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Assign to help around school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Fine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Place in detention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Give in-school suspension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Suspend from school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. **Do sanctions get stronger with subsequent violations (progressive discipline approach)?**

- Always
- Most of the time
- Sometimes
- Rarely
- Never
- Don't know
- We have never had a violation

14. How consistently are your school's *written policies or practices* on tobacco use are ENFORCED with each of the following groups?

| Always | Most of the time | Some times | Rarely | Never | Don't know | Never had violation |
|--------|------------------|------------|--------|-------|------------|---------------------|
|--------|------------------|------------|--------|-------|------------|---------------------|

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Teachers/Staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Parents/Guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Other Visitors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Does your school have guidelines on how teachers and other school staff should enforce your school's *written policies or practices* on tobacco use (e.g., procedure taken when a student is caught smoking)?

- Yes
- No
- Don't know

16. How consistently are your school's *written policies or practices* on tobacco use ADHERED to by students?

- Always
- Most of the time
- Sometimes
- Rarely
- Never
- Don't know
- No students at this school smoke

17. How frequently do students smoke in prohibited areas during the school day?

- Always
- Most of the time
- Sometimes
- Rarely
- Never
- Don't know
- No students at this school smoke

18. During the past 12 months, has your school...

| Yes | No | Don't know |
|-----|----|------------|
|-----|----|------------|

| | | | |
|---|-----------------------|-----------------------|-----------------------|
| a) Met with a parents' organization (e.g., school council) to discuss tobacco use prevention or quit smoking activities at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Provided parents/guardians with information on tobacco use prevention or quit smoking activities at school (e.g., in school newsletter)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Formally collected suggestions from students about tobacco use prevention or quit smoking activities at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Formally collected suggestions from teachers/staff about tobacco use prevention or quit smoking activities at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Formally collected suggestions from parents/guardians about tobacco use prevention or quit smoking activities at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Held a special event to educate the school community about tobacco use (e.g., health fair, guest speaker)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Does your school have opportunities which encourage...

Yes

No

Don't know

- a) Parents/guardians to reinforce anti-tobacco messages at home?
- b) Parents/guardians to be involved in organizing or planning tobacco use prevention or quit smoking activities at school?
- c) Teachers to act as role models to discourage tobacco use?

TEACHING AND LEARNING

20. Does your school provide tobacco use prevention education?

- Yes
- No
- Don't know

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21. Does your school provide tobacco use prevention education for students in the following grades?

Yes, it is mandatory

Yes, it is offered

No

Don't know

- | | | | | |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Grade 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Grade 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Grade 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Grade 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Grade 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Grade 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Grade 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Grade 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Grade 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Grade 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) Grade 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l) Grade 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. How does your school's tobacco use prevention education fit into the curriculum? (Check all that apply)

- Tobacco use prevention is taught on its own
- Tobacco use prevention is part of the drug education component of the school health program
- Tobacco use prevention is taught within the context of other subject areas (e.g., within Family studies, Biology, or Religions/Values, if applicable)
- Don't know

23. To what extent does your school integrate tobacco use prevention education into other curriculum areas?

- A lot
- Some
- Very little
- Not at all
- Don't know

24. During the past 12 months, to what extent have the following topics been covered in tobacco use prevention lessons at your school?

| | A lot | Some | Very little | Not at all | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Short term health consequences of tobacco use (e.g., decreased stamina, stained teeth, bad breath, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Long-term health consequences of tobacco use (e.g., heart disease, cancer, emphysema, premature wrinkling, and premature death) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Addictive effects of nicotine in tobacco | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Social consequences of using tobacco (e.g., odour, having to go outside to smoke, stigma) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Consequences of second-hand smoke | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Resisting the influences to smoke (e.g., peers, family, culture, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Skills training (e.g., refusal techniques, decision-making, communication, self esteem) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Deconstructing media messages promoting tobacco use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. In the tobacco use prevention lessons taught at your school during the past 12 months, to what extent were the following active learning instructional strategies used?

| | A lot | Some | Very little | Not at all | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Role-playing, simulations, or practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Rehearsal/modeling of resistance behaviours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Small group activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Games (e.g., jeopardy or crossword puzzles adapted to tobacco use prevention course material) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Are tobacco use prevention education programs at your school adapted for the following special individuals or groups?

| | A lot | Some | Very little | Not at all | Don't know | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Males | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Females | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Racial/Ethnic subgroups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Learning disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Aboriginals (Metis, First Nation, Inuit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) English as a second language (ESL) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. During the past 12 months, have students engaged in any anti-tobacco activities outside of the classroom (e.g., making posters or videos, writing to political leaders or tobacco companies about the problem with tobacco use)?

- Yes
- No
- Don't know

The following questions will focus on quit smoking programs offered at your school:

28. Are quit smoking programs offered at your school (not including referral programs)?

- Yes
- No
- Don't know

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29. How are quit smoking programs delivered at your school (Check all that apply)

- Group sessions held outside of school hours
- Group sessions held during school hours
- Self-help materials available to students
- Individual counselling available to students
- Peer educators/student guest speakers

30. During the past 12 months, to what extent have the following components been included in quit smoking programs at your school?

| A lot | Some | Very little | Not at all | Don't know |
|-------|------|-------------|------------|------------|
|-------|------|-------------|------------|------------|

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Self awareness of tobacco use (health consequences, influences to smoke, effect of second hand smoke on others, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Motivation to quit smoking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Methods of quitting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Nicotine dependence symptoms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Skills training (coping skills, problem solving, relaxation techniques, anger control, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Social support (assistance from peers and family) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Relapse prevention | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. Are quit smoking programs at your school adapted for the following special individuals or groups?

| A lot | Some | Very little | Not at all | Don't know | N/A |
|-------|------|-------------|------------|------------|-----|
|-------|------|-------------|------------|------------|-----|

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Males | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Females | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Racial/Ethnic subgroups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Learning disabled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Aboriginals (Metis, First Nation, Inuit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) English as a second language (ESL) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COMMUNITY PARTNERSHIPS AND SERVICES

32. During the past 12 months, have school staff involved in tobacco use prevention education programs received...

| Yes, all staff | Yes, some staff | No | Don't know |
|----------------|-----------------|----|------------|
|----------------|-----------------|----|------------|

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Current research and guidelines on tobacco use prevention programs for school-aged youth and adolescents? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Ongoing professional development on tobacco use prevention programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Specific instruction by outside experts in delivering tobacco use education programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Support from a health agency in delivering tobacco use prevention programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. During the past 12 months, have school staff who are involved in quit smoking programs received...

| Yes, all staff | Yes, some staff | No | Don't know |
|----------------|-----------------|----|------------|
|----------------|-----------------|----|------------|

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Current research and guidelines on tobacco quit smoking programs for school-aged youth and adolescents? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Ongoing professional development on tobacco quit smoking programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Specific instruction by outside experts in delivering tobacco quit smoking programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Support from a health agency in delivering tobacco use prevention programs? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. Does your school provide referral to community quit smoking clinics or programs (e.g., regional health authority/local health unit, Canadian Cancer Society) for individuals in the following groups:

| Yes | No | Don't know |
|-----|----|------------|
|-----|----|------------|

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Other school staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

35. During the past 12 months, has your school worked with your regional health authority/local public health unit in developing or implementing tobacco use prevention and/or quit smoking activities?

| Yes | No | Don't know |
|-----|----|------------|
|-----|----|------------|

- | | | | |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| a) Tobacco use prevention activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Quit smoking activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

YOUR SCHOOL: TOBACCO USE

36. To what extent do you feel that you are knowledgeable about your school's tobacco use prevention and quit smoking programs?

| Very Knowledgeable | Somewhat Knowledgeable | Not very Knowledgeable | Not at all Knowledgeable |
|--------------------|------------------------|------------------------|--------------------------|
|--------------------|------------------------|------------------------|--------------------------|

- | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Prevention programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Quit smoking programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

This survey was developed by the Tobacco Research Unit at the University of British Columbia in collaboration with the Centre for Behavioural Research and Program Evaluation (CBRPE).

If you have any questions please contact Allison Pullman at 604-822-6108.