



## **Evaluation of Kapiti College Smokefree programme**

### **Report for Regional Public Health**

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## Executive Summary

Reducing smoking initiation amongst youth and increasing smoking cessation are two of three major national tobacco control goals (Ministry of Health, 2004). In a major review of the evidence for population-based tobacco control interventions, both in New Zealand and overseas, Wilson<sup>1</sup> stated there is limited evidence for the effectiveness of school-based smoking programmes. These reports highlight New Zealand specific data are limited and, to date, there have been no published evaluations. In 2007/8 the Wellington Regional Public Health (RPH) Schools Smokefree Advisor became involved in supporting Kapiti College students with a youth-led school-wide smokefree programme. This provided the ideal opportunity for a school-based smoking programme to be evaluated.

This evaluation of the Kapiti College Smokefree programme has been initiated and funded by the RPH Healthy Schools team. There were two main reasons for funding this evaluation:

- to date there have been limited opportunities for rigorous evaluation of youth cessations programmes.
- to investigate if it is feasible to adapt this programme for use in schools with high Maori, Pacific and low socio-economic populations and potentially for it to be used nationwide.

This evaluation comprises two components - a process evaluation and an impact evaluation, both of which are set out in this report. The evaluation is guided by the *Framework for Programme Evaluation in Public Health* from the Centres for Disease Control and Prevention (CDC) and also incorporates the Social Policy Evaluation and Research Committee (SPEAR) guidelines.

The purpose of the process evaluation was to provide an overview of how the programme was developed to help other schools decide whether to, or how to, adapt the programme to their school. The key evaluation aims were to:

- Investigate how the programme was implemented in practice.
- Critique actual practice against the programme plans and the logic model.
- Assess perceptions of the interventions among key stakeholders.
- Assess the strengths and weaknesses of the programme.

The purpose of the impact evaluation was to determine the short-term impacts of the Smokefree programme. The following questions were asked to inform the impact evaluation.

- How effective was the Anti-Smoking Planning Action Workshop (ASPAW)?
- What were people's perceptions of the Smokefree programme?
- What were student's short-term changes in knowledge about smoking?
- What were student's short-term changes in smoking attitudes?
- What were student's short-term changes in smoking behaviour?
- Short-term changes in the school environment directly affected by the programme?

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<sup>1</sup> Wilson, N. (2007). *Review of the evidence for major population-level tobacco control interventions*. Wellington, New Zealand: Ministry of Health.

A summary of the evaluation findings were as follows:

### **Outcomes of the process evaluation**

Actual implementation of the smokefree programme against the programme plan

- Move to one-to-one ASPAW sessions rather than a large group for ease of coordination.
- Move to flexible timing of sessions rather than set Monday, Thursday, Monday as set out in the plan.
- Aim of 100 percent smokefree at Kapiti College revised to students 'reducing smokes per day' still seen as a success of the programme.
- ASPAW only suitable for those who want to change their behaviour.

Perceptions

- ASPAW was seen as a positive for youth by youth approach to smoking cessation.
- Being an alternative to punishment (detention) for smoking seen as positive.
- Relies heavily on the student coordinators, and being able to get mentors trained and committed to the programme.
- Cutting down smoking was seen as a success as it is recognised that many attempts to quit can be made before successfully quitting in some cases.

Strengths of the ASPAW programme

- Kapiti College had a supportive senior management and school culture
- Being youth led a positive feature in line with the school culture encouraging students themselves to address issues of concern to them.
- Using the developer of ASPAW to train mentors ensured past experience was passed on to mentors.
- Supporting documents informative and useful to mentors and students taking part in ASPAW.
- Programme is inexpensive.
- Legislation gave the programme credibility.
- Students knew more people around the College.
- Students learnt new life skills.

Weaknesses of the ASPAW programme

- Dependent on strong student leadership.
- A lot of time and responsibility for the co-ordinator(s)
- Difficulty in recruiting enough mentors.

### **Outcomes of the impact evaluation**

People's perceptions of the smokefree programme

- ASPAW seen as a way to get out of detention.
- One to one mentoring was seen as positive by some.
- Course content seen as useful but could be varied for those returning to the course. Some thought the course could be longer than three sessions.
- The programme could be transferred to other schools if the current smokefree advisory group co-ordinators and the ASPAW developer worked with them to adapt the programme to suit their school environment.

- Some students would prefer a slightly older person and/or an ex-smoker to provide the mentoring.

#### Short-term change of knowledge / attitudes / behaviours

- Knowledge about daily routine, habits, costs and avoidance noted as being improved after the course.
- Some students appreciated the opportunity to talk about their smoking habit.
- Having mentors around them at school and outside impacted on some students' attitude to smoking.
- Some use of techniques for cutting down or avoiding smoking used by students.
- Varied responses to success in changing smoking behaviour or attempts to quit after ASPAW.

### **Recommendations**

<b>Evaluation Recommendations</b>	
1.	Encourage the student Smokefree Advisory Group to explore writing some measurable objectives for the Smokefree Strategic Plan.
2.	Retain ASPAW workshops operating in a one-to-one setting with an assigned mentor.
3.	Consider renaming ASPAW as the 'workshop' label is not accurate for one-to-one sessions. The name could possibly become Anti-Smoking Planning Action Sessions, Meetings or Course.
4.	Continue to encourage smoking reduction behaviour and vary the content of ASPAW workshops to accommodate students who are repeating the sessions.
5.	Continue to promote the option of attending ASPAW workshops as a positive alternative to receiving a punishment.
6.	Continue enforcement of the Smoke-free Environments legislation and regular communication of smokefree messages via the Constant Smokefree Campaign as essential components to support ASPAW.
7.	Continue to provide a school environment that supports and encourages students to lead and develop the smokefree programme.
8.	Explore the option of delegating some of the student smokefree coordinators roles to other student Smokefree Advisory Group members.
9.	Promote the new life skills gained by ASPAW mentors to attract more students to undertake this role.
10.	Develop contingency strategies for continuing ASPAW mentor training should the ASPAW developer not be available to deliver this training in future.
11.	Have the ability to change mentors available for students and mentors if one or both parties decide that the relationship is not working.

12.	Explore opportunities to have new information presented in the ASPAW sessions with the mentors for students repeating ASPAW.
13.	Explore the possibility of ex-smokers who are now smokefree providing the mentor role in ASPAW to make the advice more authentic.
14.	Strengthen recording and data collection of the programme in order to monitor both the outputs and outcomes (through the objectives).
15.	Continue to highlight the smokefree message in form times, at school events and around the school via signage (made more permanent so that it cannot be removed)
16.	Consider having some older people (early twenty's, possibly ex-students) as mentors to avoid conflict with peer mentoring if this is an issue for some students.
17.	Consider making the programme longer than three sessions if students want to continue to have the support of their mentors and it is working for them.
18.	Emphasise the need for a strongly committed student leader or leaders for the programme to work.
19.	Ensure that staff at the school are supportive and willing to refer students to the ASPAW course rather than detention if the student is willing to undertake that step.
20.	Have a multi-faceted approach to smokefree in the school to support the ASPAW programme, such as Constant Smokefree Campaign and continued enforcement of the Smoke-free Environments Legislation.
21.	Have access to smoking cessation support at school via a school nurse (nicotine replacement therapy – patches or gum) to support the ASPAW work.

## Introduction

Quigley and Watts Ltd was contracted by Wellington Regional Public Health (RPH) to undertake process and impact evaluations of the Kapiti College Smokefree programme. This report outlines the background, evaluation methods and outcomes, and in the discussion section makes a series of recommendations.

## 1. Background and Purpose

Young people aged 12 to 24 years are a substantial population group in New Zealand, making up 22 percent of the total population<sup>2</sup>. However, young people are under-researched compared to other population groups<sup>3</sup>. Research with young people is important because the foundations for healthy lives tend to be established early on and lifestyle choices are often made in adolescence that continue into adulthood.

This evaluation used the *Framework for Programme Evaluation in Public Health* from the Centers for Disease Control and Prevention<sup>4</sup> (CDC). This framework allows evaluations to produce results that could be used to make a difference.

### 1.1 Background to the Kapiti College Smokefree Programme

Kapiti College is a decile 8 secondary school in Raumati Beach north of Wellington with a roll of 973. Seventy-eight percent of the students identify as New Zealand European and seventeen percent as Maori.

In 2005 and 2006 conceptual ideas about a project to address youth smoking at Kapiti College were developed by a Kapiti College Year 13 student. In 2007 the student, who went on to develop the smokefree programme at Kapiti College ran a workshop with three senior students from the college who smoked. The workshop piloted the concept of a three session smoking cessation programme. Two of the three students were smokefree by the end of the sessions. They indicated that they had started smoking at primary school because of peer pressure and it being the 'cool' thing to do, but were now addicted.

The student who ran the workshop also undertook a survey at some local primary schools. Seventy-nine primary students from Years 7 and 8 were asked about smoking habits in order to find out if the college students experiences, noted above, were still the norm. The survey found that thirteen percent had 'ever smoked a cigarette' and interestingly that forty-nine percent had 'friends that smoke'. Students' main concerns contributing to their decision not to smoke at this age were concerns about their health, and death in the long-term<sup>5</sup>.

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<sup>2</sup> Statistics New Zealand (2008) Based on data from the 2006 Census – using the Table builder tool comprising year, age and sex. See [www.stats.govt.nz](http://www.stats.govt.nz)

<sup>3</sup> Ministry of Youth Development (2002) *Youth Development Strategy Aotearoa*. Ministry of Youth Development: Wellington, New Zealand.

<sup>4</sup> US Department of Health and Human Services. Centers for Disease Control and Prevention. Introduction to program evaluation for public health programs. Atlanta: Centers for Disease Control and Prevention, 2005.

<sup>5</sup> Hammond, M. (2008) *Smokefree Strategic Plan*, Kapiti College.

As a result of these findings, a student-led Smokefree project was developed as a response from students to address the problem of smoking at Kapiti College. The Smokefree programme included:

- the formation of the student Smoking Advisory Group (SAG)
- the Smokefree Strategic Plan (SSP) for Kapiti College in 2008<sup>6</sup>.

Three main activities evolved from the Smokefree Strategic Plan one of which was a student-led smoking cessation programme called the Anti-Smoking Planning Action Workshop (ASPAW, along with a Constant Smokefree Campaign and Education/Enforcement of the Smoke-free Environments Legislation). The ASPAW developer had this to say about why they developed the programme:

*I was astounded at finding the numbers of students smoking and secondly the consequences that they were getting – put in a detention room and just sitting there as time goes by. Is that fixing a health addiction? - Which it [smoking] is. I thought, is there an easy way we can help fix this up? What do we have out there that can help? We've got the Quitline stuff can we bring that into school and work around the punishment system. It is a way to provide hands on solutions here in the school. Let's make a big plan.*

The Smokefree Strategic Plan and ASPAW programme were largely the result of one passionate student, who developed the programme but left the school as a student at the end of 2008. He did however remain in the area and was working as a teacher's aide at the school so was available to support the programme. While there is still considerable support from the school it is unclear yet whether the time and commitment is present to allow the programme to be self-sustaining. Interest has been expressed by other schools and health related agencies about the possible transferability of this project for use in other schools. This is one of the main objectives of the evaluation.

## 1.2 Description of the Kapiti College Smokefree Programme

### Targets

The target group was students from Kapiti College who were smoking. The project aimed to help students stop or reduce smoking in all environments, ie, not just at school but beyond the school gate at home, when they were out socially or wherever they were smoking. Students could enter the programme in two ways - students who wanted to stop smoking could self-refer, or students who had been caught smoking at school or in uniform could be referred to the programme instead of receiving a detention.

*The problem of smoking in schools has been around forever and will continue to be around. What you really want to do is not change their smoking behaviour at school you actual want to change their whole smoking behaviour. Principal*

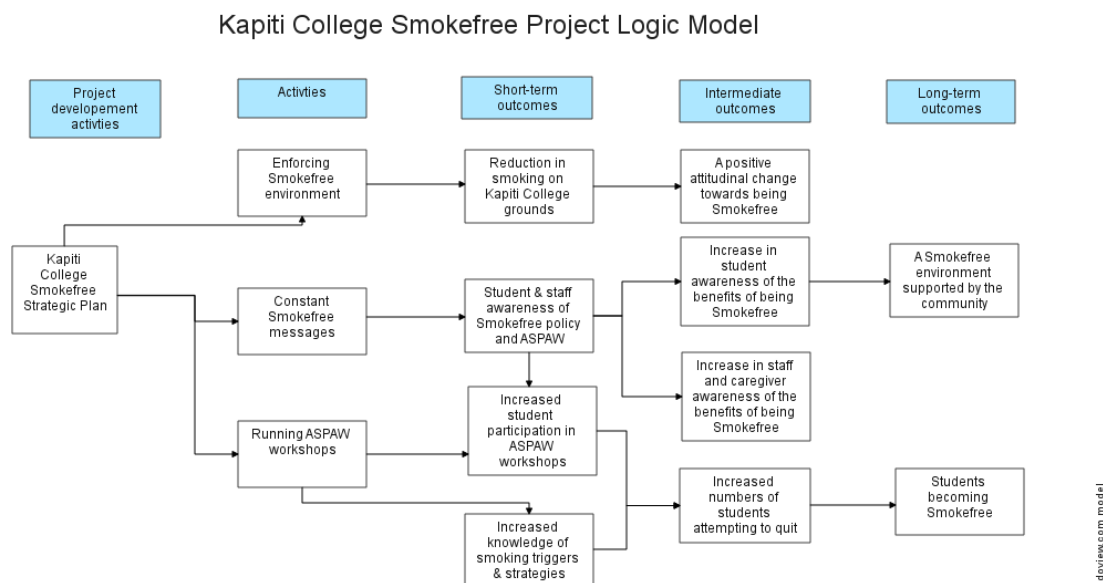
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<sup>6</sup> Abbreviations of these terms are used at Kapiti College and by the ASPAW developer, but to make this report more readable all terms have been used in full, apart from Anti-Smoking Planning Action Workshop (ASPAW).

## Outcomes

The stated project goal was for Kapiti College to be 100 percent smokefree by 2009. The student who developed the programme identified a goal and specific activities however no objectives were developed. It was important to elaborate on how the activities were to produce the outcomes. Information was gained from the Smokefree Strategic Plan, key documents and the key informant interviews and is presented in a logic model below.

**Figure 1: Kapiti College Smokefree Programme Model**



## Activities

Three strategies were identified and implemented in the Smokefree Strategic Plan as a way to reach the goal of making Kapiti College 100 percent smokefree in 2009. The three strategies were:

1. enforcing the Smokefree Environments Act (1990) (the legislation)
2. providing a Constant Smokefree Campaign through messages, activities and events
3. providing Anti-Smoking Planning Action Workshops (ASPAW).

The activities that resulted from the Smokefree Strategic Plan, and were undertaken, were:

- promotion and enforcement of the school smokefree environment by the student Smoking Advisory Group with support from teaching staff
- communications planned by Smokefree Advisory Group to provide constant smokefree messages

- the running of ASPAW workshops and the provision of ongoing support for smokers
- the recruitment and training of student ASPAW mentors who become part of the Smokefree Advisory Group.

## Outputs

The outputs for the programme were:

	2008	2009
Number of smokefree messages introduced by Smokefree Advisory Group	3	3
Number of smokefree events introduced by Smokefree Advisory Group	3	2
Number of students and staff aware of the smokefree messages	700	500
Number of breaches of the Smoke-free Environments legislation	28	28+
Number of ASPAW workshops run	20-25	10-20
Number of ASPAW attendees who received ongoing support from a mentor	15-25	10
Number of ASPAW student mentors recruited and trained	Approx. 10	Approx. 5

*Figures reported are approximate numbers from 2008 & 2009 provided by the ASPAW developer and 2009 student coordinator. See section 2.4 below.*

## Resources/Inputs

Time spent by the ASPAW developer and Smokefree Advisory Group members has been the largest resource since the conception of this project in 2007. Senior management and teaching staff engaged and offered expertise to help with the development, launch and ongoing running of the Smokefree programme.

Other resources included use and access to the Whare Awhina venue (school student centre) where the majority of ASPAW meetings and training occurred. Minimal funds were made available from the school budget for the development and publication of the *Kapiti College Smokefree Strategic Plan* and *My ASPAW Guide to Quit Smoking*<sup>7</sup> ASPAW guide. The school intranet was made available for the SAG to use as a way to communicate to students. Input from relevant health agencies to inform students of existing services and possible useful contacts for this project was utilised.

## Stages of development

The Kapiti College Smokefree programme is in the early implementation phase. ASPAW planning commenced in 2007. The project was launched in 2008 with the ASPAW developer of the project leading the implementation with support from other student Smokefree Advisory Group members. At the end of 2008 the project developer completed his education and in 2009 the project leadership was passed onto another Smokefree Advisory Group member. There was a delay in recruiting sufficient ASPAW mentors during terms 1 and 2 of 2009 and consequently ASPAW mentor training was completed at the end of term 3 2009. This meant that the workshops could not commence until the mentors were trained. ASPAW workshops commenced in term 4, with approximately 10 students undertaking the programme.

<sup>7</sup> Hammond, M. (2008) *My ASPAW Guide to Quit Smoking*, Kapiti College

## 1.2 Evaluation Rationale

Reducing smoking initiation amongst youth (preventing smoking initiation) and promoting smoking cessation are two of the five national tobacco control objectives in the New Zealand Ministry of Health's Tobacco Control Plan 2004-2009<sup>8</sup>.

A survey of New Zealand students aged 14 to 15 years by Paynter<sup>9</sup> found that young people's experimentation with smoking usually occurs between ages 12 and 13, with the overwhelming majority of smokers starting before age 18. The average age of initiation in New Zealand is 14.6 years.<sup>10</sup> The survey found that the regular smoking rate for 14 to 15 year olds was 12.8 percent in 2007. The smoking rate in 2008 for 15 to 17 year olds was 15.3 percent<sup>11</sup>, however 15-19 and 20-24 year olds have the highest and third-highest smoking rates of all age groups. There are clear inequalities in smoking rates that particularly affect Maori (males 19 percent, females 33.7 percent) and Pacific youth (males 14.1 percent, females 18.4 percent).<sup>10</sup>

A report by Wilson<sup>1</sup> states there is limited evidence for the effectiveness of school-based smoking programmes in New Zealand, though most schools have some sort of programme. School-based interventions are not particularly intensive in this country and there are no published evaluations to date.

Major reviews indicate it is necessary to determine which components of these programmes are and are not effective. This includes social influences and social competence interventions, multi-modal approaches, education programmes, cessation support and punishment for students found smoking. It was noted that linking smoking education with punishment was of potential concern as there was an associated adverse health effect with students being less likely to tell other students not to smoke<sup>12</sup>. This highlights the need for both process and impact evaluations to ascertain effective combinations of approaches in school-based programmes.

In 2007/8 the RPH Healthy Schools Smokefree Advisor from the Healthy Schools team became involved in supporting the Kapiti College students with the project. This evaluation was initiated and funded by RPH for two main reasons:

- To gather evidence to inform further work in youth cessation programmes in schools because, to date, there have been limited opportunities for rigorous evaluation of youth cessation programmes.
- To investigate whether this programme could be adapted for use in schools with high Maori, Pacific and low socio-economic populations and potentially for it to be used nationwide.

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<sup>8</sup> Ministry of Health (2004) *Clearing the Smoke. A five-year plan for tobacco control in New Zealand (2004-2009)* Wellington, New Zealand: Ministry of Health

<sup>9</sup> Paynter, J. (2008). *National year 10 ASH snapshot survey, 1999-2007: Trends in tobacco use by students aged 14-15 years*. Auckland, New Zealand: Action on Smoking and Health.

<sup>10</sup> Ministry of Health. (2007). *New Zealand tobacco use survey 2006*. Wellington, New Zealand: Ministry of Health.

<sup>11</sup> Ministry of Health. (2008). *A portrait of health: Key results of the 2006/07 New Zealand health survey*. Wellington, New Zealand: Ministry of Health.

<sup>12</sup> Darling H, Reeder AI, Williams S, McGee R, (2006). Is there a relation between school smoking policies and youth cigarette smoking knowledge and behaviors? *Health Educ Res* 21: 108-15.

## 1.3 Key Evaluation Aims

### *Process Evaluation*

The purpose of the process evaluation was to provide an overview of the process of developing the programme so it could potentially be used to help other schools decide whether, or how, to adapt the programme to their school.

The key evaluation aims were to:

- Investigate how the programme was implemented in practice.
- Critique actual practice against the programme plans and the logic model.
- Assess perceptions of the interventions among key stakeholders.
- Assess the strengths and weaknesses of the programme.

Questions regarding strengths and weaknesses included:

- What factors aided the smokefree programmes success?
- What were the barriers to success?
- What worked well?
- What did not work so well?

### *Impact Evaluation*

The purpose of the impact evaluation was to determine only the short-term outcomes of the smokefree programme. After focusing the evaluation, using the standards of utility (who will use the results and what information will be most useful to them) and feasibility (how much time and resources are available for the evaluation) it was determined the following questions would be asked.

- The effectiveness of ASPAW?
- People's perception of the smokefree programme?
- Student's short-term changes in knowledge about smoking?
- Student's short-term changes in smoking attitudes?
- Student's short-term changes in smoking behaviour?
- Short-term changes in the school environment directly affected by the programme?

As the evaluation focused primarily on the ASPAW programme, information collected on other aspects (eg, behaviour change and effectiveness of the Constant Smokefree Campaign) was collected only as it related to the success of ASPAW.

## 2. Methods

### 2.1 Design

The process evaluation was used to determine if the programme was implemented as intended and to provide information for use by other schools exploring the possibility of introducing a similar programme.

The impact evaluation was based on goal-based theory. It used the programme description and logic model as a platform to measure activities, outputs and short-term outcomes. As the project was in its early implementation phase, it was only feasible to measure certain short-term outcomes, particularly as there was a delay in running ASPAW workshops in 2009.

This evaluation focuses on the ASPAW programme only. Details of other aspects of the Smokefree Strategic Plan were collected and presented only as they related to the success of the ASPAW programme.

#### **Key documents underpinning the evaluation**

This evaluation was guided by the CDC Framework for Programme Evaluation. The underlying logic of the evaluation framework is that good evaluation does not merely gather accurate evidence and draw valid conclusions, but produces results that are *used* to make a difference. The CDC framework has the following six steps to guide programme evaluation:

- 1) engage stakeholders
- 2) describe the programme
- 3) focus the evaluation design
- 4) gather credible evidence
- 5) justify conclusions
- 6) ensure the use of evaluation finding and share lessons learned.

The evaluation also incorporated the Social Policy Evaluation and Research Committee (SPEAR) Guidelines 2008 to reflect New Zealand's unique context for quality practice including recognition of the Treaty of Waitangi. The SPEAR Guidelines distil good practice into five principles:

1. Respect
2. Integrity
3. Responsiveness
4. Competency
5. Reciprocity

### 2.2 Stakeholder identification and engagement

The initial stakeholders were identified in consultation with the RPH Healthy Schools team coordinator. This included a stakeholder from RPH's Healthy Schools team as

an *intended user* who can make decisions about the programme. Stakeholders representing *programme operators* included Kapiti College's Principal and three members of the student Smokefree Advisory Group. It was decided to run three small discussion groups of students representing stakeholders *affected* by the programme.

All of the stakeholders who were approached were willing to participate and share their views and opinions regarding this project.

## 2.3 Sampling procedures

### **Process Evaluation**

The key documents analysed were sourced and supplied by the RPH Schools smokefree advisor and the student smokefree coordinator. These were resources that were available to the students at the time of the programme development and had been used by them in the running of the programme.

The key informant participants were identified in consultation with the RPH Healthy Schools smokefree advisor and the student smokefree coordinator. As there were few people who participated and were involved in the development and implementation of the programme it was decided that all involved would be interviewed if possible.

### **Impact Evaluation**

Three small discussion groups of four to five students (representing stakeholders affected by the programme) were planned. The groups were selected by the student smokefree coordinator on the following criteria:

1. Students who were offered an ASPAW workshop. This criteria was set to capture students who had been referred by a teacher to attend the ASPAW workshop as an alternative to a detention.
2. Students who had attended ASPAW less than 3 months ago. This criteria was set to capture the recent effects of the programme in 2009.
3. Students who first attended a workshop at least 6 months ago. These students could have been referred by a teacher to the programme as an alternative to a detention or been students who may have self-referred, ie, students who attended ASPAW in 2008.

## 2.4 Data Collection Procedures and Analysis

### **Process Evaluation**

The process evaluation draws on three sources of data:

- document analysis
- key informant interviews
- observation of ASPAW student mentor training.

Key development documents and reports from the RPH Healthy Schools smokefree advisor and the student smokefree coordinator were summarised.

The four key informant interviews were used to gain insights from *intended users* and *programme operators* from within stakeholder groups. Three key informant interviews were conducted in a face-to-face situation and one was a telephone interview. A further telephone interview was conducted with one of the new student smokefree coordinators who will be taking over in 2010 to provide clarification on certain points. An interview schedule was prepared (Appendix 1 Interview Schedules). All the interviews were recorded and notes were taken.

One potential key informant had left the school and was not contactable therefore this created an opportunity to instead attend the student ASPAW mentor training as an observer to hear how students were inducted into the Smokefree Advisory Group as mentors. Notes were taken at the training and summarised.

The analysis was undertaken using grounded theory, which aims to generate theory out of qualitative research data by closely fitting the two. The analysis also used key theme identification.

### **Impact Evaluation**

The Impact Evaluation draws on two sources of data:

- small discussion groups
- key informant interviews.

The small group discussions were recorded and notes were taken to identify key themes. . As with the key informant interviews an interview schedule was prepared (Appendix 1 Interview Schedules). Analysis was undertaken using grounded theory. Some information from the key informant interviews (explained above) was relevant and crossed over to inform aspects of the impact evaluation and vice versa. Some information from the student discussion groups informed the process evaluation. This is an advantage of the CDC evaluation framework in gathering accurate evidence. It is possible to integrate relevant information to produce valid conclusions which can be used to make a difference.

Information sheets were distributed to all participants and they completed a consent form.

### **2.5 Limitations**

This student-led project did not plan for evaluation at the outset and therefore some actions/strategies did not have any planned monitoring or reporting of the activities. This means that measurements of some of the outputs are approximate numbers only. These were provided by the ASPAW developer and current student smokefree coordinator.

The smokefree programme has a long-term goal and specific actions/strategies however there were no specific measurable objectives to provide information to ensure the programme was on track to reach the goal.

The numbers of possible students to participate in the small group discussions were lower than was anticipated as a number of students had left school before the evaluation commenced. Also no new students were participating in ASPAW in Terms 1 to 3 in 2009 because of the delays in recruiting and training new mentors. The 2009 recruitment and training of mentors did not finish until late in term three and the

ASPAW courses and mentoring did not occur until Term 4. Due to difficulties in contacting the student smokefree coordinator via numerous emails, voice messages and phone calls, until well into Term 4, a majority of students who had attended ASPAW courses and had mentoring, had for the most part left school, as had the student smokefree coordinator.

Apart from the Principal interviewed as a key stakeholder no other staff involvement had been included in the evaluation because of the student-led nature of the programme. However, because of the above difficulties, the Assistant Principal responsible for discipline (who had not been involved earlier in the evaluation) was contacted to see if he could assist with contact details and in getting the third discussion group to go ahead. As he had not been directly involved with ASPAW he was limited in his ability to assist and did not have specific details of students who had attended the ASPAW courses. Researchers went to Kapiti College at the end of Term 4 but the two students identified by the Assistant Principal to take part in a discussion group were not at school at the time. This meant that the third discussion group was not able to go ahead as intended. After discussion with the Assistant Principal the researchers left the school but were telephoned to return shortly after as one student had arrived. The student was interviewed but was found to have been interviewed in the first discussion group having been on the course in 2008. This student had not been involved with ASPAW at all in 2009 and was not aware of any activity in relation to the Smokefree Strategic Plan or ASPAW in the current year.

It was agreed with the Assistant Principal that he would attempt to get the student who had not arrived at school that day to telephone in the next week to allow a telephone interview. This was not able to be achieved before the end of the term.

The 2009 student smokefree coordinator also unexpectedly came to the school while researchers were there and spoke briefly to them. He had passed over the coordinator role to two Year 11 students so he had no knowledge of the recent activities of the Smokefree Advisory Group other than to say that recruitment of mentors had been difficult. He agreed to get them to make contact to discuss the recent activity of the ASPAW programme. He also noted that the previous year's coordinator (ASPAW developer) had been involved in training some mentors in 2009. He was also contacted to provide information about his involvement.

## 3. Results and Discussion

### 3.1 Process Evaluation

#### 3.1.1 Aims of the Process Evaluation

The aims of the process evaluation were to:

- investigate how the programme was implemented in practice
- critique actual practice against the programme plans and the logic model
- assess perceptions of the interventions among key stakeholders
- assess the strengths and weaknesses of the programme.

#### 3.1.2 How the programme was implemented in practice

The programme implementation was based on the Smokefree Strategic Plan. The plan was intended to provide the direction for the school and Smokefree Advisory Group for the smokefree programme school-wide.

*The Smokefree Strategic Plan is the smokefree project, it covers it all.*  
ASPAW developer

The Smokefree Strategic Plan identified three areas to focus on.

1. Enforcing the requirements of the Smoke-free Environments Act (1990), which requires schools and early childhood centres to be 100 percent smokefree, inside and out at all times.
2. Constant Smokefree Campaign to publicise and keep the Smokefree message alive around Kapiti College. Some examples included signage, smokefree music concerts, sports fun days, workshops for each year level, form visits by the student smokefree advisory coordinator and Smokefree Advisory Group, posters, smokefree announcements at the beginning and during intervals at school productions, and participating in World Smokefree Day.
3. ASPAW (Anti-Smoking Planning Action Workshops) workshops that were delivered by trained student mentors from the Smokefree Advisory Group. In total there were three 30 minute workshops that ran during form times. The first workshop looked broadly at smoking education and focused on issues relevant for youth, like the costs, skin appearance, and the smell associated with smoking and the impact on family/whanau. The second workshop was run three to five days later. It looked at planning for quitting, like potential strategies and ways to change certain non-smoking related routines and habits successfully before trying to change smoking related routines and habits. The third action workshop coincided with the student's nominated quit date and focused on the action of beginning the quitting journey.

Key informants agreed the plan provided direction for students to quit smoking, and identified areas for them to focus on in the process of trying to quit. Informants reported that the delivery of the programme was led by the student smokefree

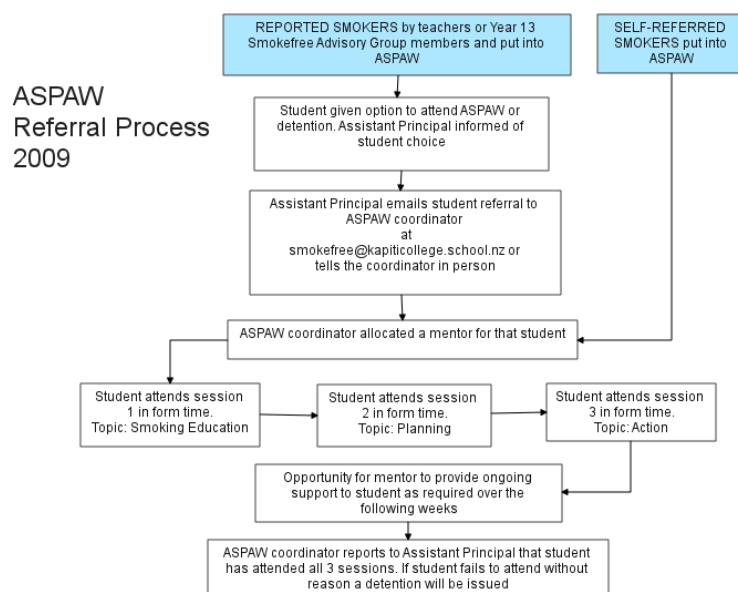
coordinator in conjunction with the student Smokefree Advisory Group and support from the ASPAW developer. The programme relies on support from the teaching staff who refer students into ASPAW.

The delivery of the ASPAW workshops was by trained student mentors from the Smokefree Advisory Group. Mentors were recruited by the student smokefree coordinator and received training from the student developer of ASPAW in conjunction with the student smokefree coordinator. Mentors must have been smokefree themselves and in Year 11 or above. Existing mentors attended trainings to refresh and share their skills with new mentors.

Mentors worked on a one-to-one basis with a student, and on a rare occasion, a mentor may have worked with a small group of friends. The workshop consisted of three sessions, and the mentors and participants were matched so they were a similar year level to build a trusting working relationship. For example, it would not be appropriate to have a Year 11 mentor working with a Year 13 student as the Year 11 could potentially feel awkward giving advice to an older student, and the older student may not wish to talk with a younger student on the issue of smoking cessation.

Referrals of students caught smoking to the ASPAW programme are via a teacher, the Year 13 students in the Smokefree Advisory Group, and self referral. The first two meant that students undertook ASPAW as an alternative to a detention. The ASPAW referral process is set out below (figure 2).

**Figure 2: ASPAW Referral Process 2009**



### 3.1.3 Actual practice against programme plans and the logic model

The *Smokefree Strategic Plan* and *My ASPAW Guide To Quit Smoking* stated ASPAW would operate in a group setting however after one large group session the Smokefree Advisory Group decided to run ASPAW on a one-to-one basis. This was because it was easier to arrange a suitable time for the mentor to meet with just one person rather than a whole group. This also allowed the mentors to respond to a

request for support more quickly. Some key informants also believed a one-to-one meeting was more conducive to developing a trusting relationship. Groups are now only used for those who self-refer as they often bring a friend along if they are going to give up together.

In a few cases, it was reported that in a group setting with some of their friends/peers the students did not take the quitting as seriously as they did in the one-to-one sessions. The one-to-one setting also meant students were linked to their mentor at the beginning of the workshop whereas previously in the group setting, mentors were assigned and introduced to individual students at the end of the sessions.

In the ASPAW documented plans, the first workshop was scheduled to run on a Monday, the second on a Thursday and the third on the following Monday. However, this was revised during 2008 by the Smokefree Advisory Group to be more flexible. Workshops could start as soon as a mentor was available on any week day.

*We wanted to offer help when students wanted it and not wait until the next course started, potentially 4 days later, by waiting the student could have lost the momentum to quit.* Student smokefree coordinator

Another change reported by the key informants was regarding the timing of the workshops. They were initially planned for lunchtimes, however during 2008 this was changed to form time with support from the senior management to minimise the barriers for students to attend.

Finding enough ASPAW volunteer mentors was identified as a real challenge by the student key informants. Until there were sufficient numbers of trained mentors ASPAW could not operate. In 2009 it took until the end of term 3 to train enough mentors. Therefore students caught smoking in terms 1 to 3 2009 defaulted back to the old system of receiving a detention.

*I didn't realise how much work was involved in coordinating everything. Like finding mentors, it is difficult as the same names keep coming up and often they are already busy with other stuff.* Student smokefree coordinator

Key informants confirmed recruitment methods for attracting student mentors were initially planned via notices and newsletters. However, they found that asking deans to speak in assemblies was more effective. Often the student smokefree coordinator would also attend assembly to work in conjunction with the dean.

An important variation from the original plans and documents was confirmed by most key informants. The intention of ASPAW was to get students to quit smoking. However, as the ASPAW programme rolled out it became apparent that reducing the total number of cigarettes smoked per day could still be seen as a success, and was possibly more realistic.

*We saw it was a huge ask to get people to quit, though it was the ultimate goal. If students reduced the total of smokes per day this is still a success.* Student smokefree coordinator & ASPAW developer

As the programme got underway it became clear that ASPAW was suitable only for those students who wanted to change their smoking behaviour or quit altogether.

*There was no point in asking someone to come on a course if they don't want to quit smoking – some see it as way out of a detention but others get the vibe and see it as a positive thing. Student smokefree coordinator*

The future student smokefree coordinator for 2010 who was involved in the mentoring in term 4 noted that a challenge was that some people do not want to quit but being on the programme is better than doing a detention. It could be hard getting these people into it and taking it seriously.

*We had one student and he couldn't take the programme seriously. Some of the others thought it was funny but we found that when he was absent they took it more seriously so yeah it does affect the group. Students are usually more honest when we pull them apart on the second session.*

Some key informants said initially referrals to the ASPAW programme only came from teachers who saw students smoking. Most often smokers were seen at the train or bus station or close to the school. After discussion with the Principal it was decided that as well as teachers, Year 13 Smokefree Advisory Group members were also able to either report a smoking incident to the Assistant Principal responsible for discipline or ask if the smoker wanted help to quit smoking through ASPAW. Reporting was restricted to Year 13 Smokefree Advisory Group students as they had gained respect and trust to carry this enforcement out responsibly. The Year 13 Smokefree Advisory Group member's did not have the authority to contact parents to inform them their child had been smoking which was usually the case when students were caught at school by teachers.

During the development of the Smokefree Strategic Plan it was anticipated that the Smokefree Advisory Group would drive a number of events and activities. However, through trial and error the Smokefree Advisory Group realised this required a lot of time and effort, and student key informants found it was more efficient to tag onto existing events and participate by having a presence there eg, Youth Week, World Smokefree day and Push Play Day. The Smokefree Advisory Group also reinforced smokefree messages at school events such as sports days and school shows.

### **3.1.4 Perceptions of the interventions among key stakeholders**

The student Smokefree Advisory Group emphasised some points as being central to the smokefree programme. They included:

- A youth approach – for youth by youth that focused on smoking related issues affecting youth now not 20 years down the track.
- The Smokefree Strategic Plan outlining the path to make Kapiti College smokefree including enforcing the Smoke-free Environments legislation, and the Constant Smokefree Campaign.
- ASPAW being an alternative to punishing students for smoking and offering a chance for students to address their smoking issues.
- Helping students who wanted to give up smoking.
- Energy and commitment from the Smokefree Advisory Group (including the mentors) to run the programme.
- Relying on the support and endorsement of the school senior management and teaching staff.

Other key informant's perceptions were consistent with the student's views and mentioned that awareness of the programme among students and staff at the school and recognition that it was common for students to have a number of attempts to give up was important. A key informant stressed that for some students, smoking was an addiction and positive change would take time.

*Quite often what you get is kids cutting down the number of smokes per day. Of course they can go back and do ASPAW again. There isn't any issue that said 'you did [ASPAW] and it hasn't worked so you get a detention now'. Principal*

### **3.1.5 Assessing the strengths and weaknesses of the Smokefree Programme**

#### **Strengths**

The main strengths of the Smokefree Programme are discussed below.

#### **Supportive senior management and school culture**

Senior management were receptive and supportive of this innovative programme as reported in key informant interviews and documents. Some examples of this were:

- Students were able to publicise the programme around the school.
- Teachers incorporated and endorsed the Smokefree Strategic Plan into school activities.
- Smokefree Advisory Group had access to speak to classes, teachers and the Board of Trustees
- Form time could be used for ASPAW groups.
- A small budget was allocated for printing costs.
- Use of the Whare Awhina (school student centre) for meetings and document storage.

*It is absolutely fundamental to have a staff member available who is supportive and willing to give their time to the project. As students can't necessarily do everything they have got to have a link back into school and a link into senior management. RPH Healthy Schools smokefree coordinator*

#### **Youth-led approach**

All the data sources confirmed this is truly a youth-led approach addressing smoking from a youth perspective. This whole project was designed and implemented by students to work around gaps in other quit services. It recognised that students may be too shy to use Quitline or they may not want their parents to know they smoke and therefore not want to be seen to seeking help from a health agency. Others stakeholders had become involved in the programme but only at the request of the student Smokefree Advisory Group.

The key informants described a school culture within Kapiti College that encouraged and supported students to address issues of concern to them using a student led approach.

*If students are reporting to a staff member about how it is going then it becomes teacher led and then it probably has the wrong thinking behind it. Principal*

#### **Using past experience to train skilled mentors**

The mentor training had been delivered primarily by the student developer of the programme as he was still in the area after completing his schooling. This had enabled past experience and knowledge to be passed on to the mentors for their use to maximise their skills as mentors. Skilled mentors are crucial to the success and credibility of this programme.

### **Informative supporting documents**

The documents that have been produced were reported to be informative and useful by the majority of participants. The Smokefree Strategic Plan outlined the origins and direction of the programme and the *My ASPAW Guide To Quit Smoking* continued to be the pivotal document that the ASPAW mentor training was based on.

### **The programme is inexpensive**

The key informant interviews and document analysis concluded that a strength of this programme was that it did not require a great capital outlay. The greatest resource is time and energy from committed student Smokefree Advisory Group members. Other resources used included access to a printer to publish documents and a filing cabinet for storing student records.

### **Legislation gave the programme credibility**

The Smokefree Advisory Group emphasised the strength and credibility that the smokefree legislation gave the programme. This was used to reinforce the smokefree message to all school users.

### **Students knew more people around the College**

The Smokefree Advisory Group reported an unintended consequence of the ASPAW programme was that students ended up knowing a lot more people around the school and which built a sense of school community.

*You end up saying hi to people you wouldn't normally know when you see them about.* Student smokefree coordinator

### **Students learnt new life skills**

Students involved in the programme emphasised the opportunities they had gained through the programme to learn new life skills like mentoring and organisational skills. They discussed how these skills could show prospective employers or course selectors that they were capable of taking on responsibilities and contributing to the community.

### **Weaknesses/Challenges**

The main weaknesses of the Smokefree Programme are discussed below

#### **Dependent on strong student leadership**

Both the key informant interviews and document analysis highlighted that this programme was dependent on the strong student leadership from the school smokefree coordinator/s. Without a high level of commitment, time and leadership available from the coordinator/s this programme would be at risk of being unsustainable.

#### **A lot of time and responsibility for the co-ordinator(s)**

In 2009 the programme had not been functioning at the level it was during 2008. One of the factors contributing to this was an underestimation of the time required by the student smokefree coordinator. This was compounded by the fact that another

student smokefree coordinator, identified in 2008 to help in 2009, had been unable to commit to the programme so all the responsibility had fallen on the one student. As student smokefree coordinators change there is a risk of the programme losing momentum or even failing to be sustainable, hence the intention to have more than one coordinator at any one time. The student smokefree coordinator from 2009 hoped to mitigate this problem in future by involving a Year 11 student as the future coordinator in 2009 so the same coordinator can run the programme for two years to provide more consistency.

*This year started out and it is a bit more full on than I expected so I have become side tracked with other things.* Student smokefree coordinator

This was achieved when one of the new mentors trained in 2009 was identified late in term 3 and took on the role as the future student smokefree coordinator for 2010.

### **Difficulty in recruiting enough mentors**

The key informant interviews emphasised that recruiting adequate numbers of enthusiastic and committed students to be mentors within the Smokefree Advisory Group was a challenge. If adequate skilled mentors could not be trained then ASPAW would not be able to deliver the ASPAW workshop in response to student smoker demand.

As mentors and participants were matched to ensure younger mentors were not mentoring older students, a possible consequence of this was that Year 13 mentors could have a heavier work load and this could be demanding of their time and test their commitment to the programme.

*My thoughts on ASPAW (for 2009): ASPAW only works when you have somebody who is entirely committed to the project and who doesn't mind giving up some of their own time. Myself and [the 2009 student coordinator] were good examples of that in 2008 although in 2009 he got busy as a Headstudent and couldn't commit as much as 2008. I have a lot of faith in this idea and scheme (else I wouldn't be doing this) although the commitment and service is essential which 2009 lacked. I hope that initiating some new fresh mentors might revitalize the program for 2010.* ASPAW developer

The student smokefree coordinator identified to lead the programme in 2010 noted that the programme did not succeed fully in 2009 because of this delay in recruiting and training mentors. Because they only started mentoring and running the ASPAW programme in term 4 (which was considered too late in the year) they felt that students had 'given up' on it and so only a few went through. The intention for 2010 is to pick it up again at the start of the year and advertise through school assemblies, form times and other school events. There is already a list of students to contact (some caught smoking and some self-referred) in the new year to see if they still want to do the ASPAW programme.

## **3.2 Impact Evaluation**

### **3.2.1 Aims of the Impact Evaluation**

The purpose of the impact evaluation was to determine only the short-term outcomes of the smokefree programme. This included:

- the effectiveness of ASPAW
- people's perception of the smokefree programme
- student's short-term changes in knowledge about smoking
- student's short-term changes in smoking attitudes
- student's short-term changes in smoking behaviour
- short-term changes in the school environment directly affected by the programme.

### 3.2.2 People's perceptions of the Smokefree Programme

#### General comments

Some students did ASPAW as a way out of detention. ASPAW was seen as favorable by these students as it happens in form time and they do not have to give up their lunchtime as is the case for a detention (Group 2).

Other students described it as a useful experience and it contributed towards their motivation to give up (Group 1).

The one-on-one experience with a mentor was reported to be useful by those who took the opportunity to use the mentor. Some students who completed ASPAW in early 2008 attended the group session only and did not meet with a mentor. Some felt it was good having the information come from someone of a similar age however other students?

Most described the *My ASPAW Guide to Quit Smoking* as useful. They said that completing the exercises highlighted individual triggers and made them think of ways around them. They saw the booklet was seen as a tool but said at the end of the day it was up to them to quit.

A number of students stated the course needed to vary the content particularly for those that were doing the course again as it was repetitive. It was also mentioned that it needed to be longer as three sessions was not long enough.

*I think it would be better to have about 5 or 6 sessions as part of ASPAW and some closer to the weekend.* Student

*It was starting to work and I was starting to cut down and then it stopped.*  
Student (Group 1)

Some students strongly felt that the course should be led by an ex-smoker as the participants would identify more strongly with someone who had experienced withdrawals rather than coming from someone who has not smoked.

### **Transferability into other schools**

One stakeholder had reservations about the transferability of this programme if it continued to be a student-led programme. As the drive and momentum had come from students using a youth approach the stakeholder questioned if it was possible to transfer this.

*It is a student driven project so how are you going to transfer that? You can give the kids a start but unless you have a culture within the place [School] that supports student-led initiatives then it might not work. Principal*

It would be necessary for the current Smokefree Advisory Group to promote the programme to other schools. The programme would then rely on a group of receptive and energetic group of students willing to drive the programme in their school. The Smokefree Advisory Group had shared the smokefree programme with another high school in the region. That group of students had been interested in the programme but noted that they would have to adapt it to suit the culture of their school which was more urban with slightly different issues. The Kapiti Smokefree Advisory Group accepted that changes to the model would be necessary in different schools.

*A programme like this has to fit the culture of the school. Kapiti College is not like an urban view more like a country school we don't have the gangs like they do in the Hutt Valley so it has to fit the school. Student smokefree coordinator*

Another stakeholder thought if the programme was going to be transferred into other schools it could be worthwhile investigating if students could access nicotine patches and/or gum as another tool to be used in conjunction with the ASPAW workshops as is the case via a school nurse at Kapiti College.

If patches and gum could be accessed through a trained school nurse or public health nurse it was seen as a worthwhile support component to the programme. This was seen as a more realistic option for extra support with nicotine replacement therapy than going through the Quitline if students were reluctant to access this service. There was a perception from one group of students that the Quitline was only available to those over the age of 18 anyway which is not the case.

### **Keeping ASPAW student led**

One stakeholder felt it was important that students reported progress and issues to fellow students involved with the programme. If students were required to report to a teacher then it was no longer a truly youth-led project. The school management could support and encourage the programme but let the students drive it.

Some students thought that ASPAW would work better if someone outside the school delivered the mentoring. They suggested someone in their early twenty's who was an ex-smoker. Age was seen as an important thing to consider. They did not think it would work if the person was 'too old' (Group 2). These were the same students who thought that it was not good having someone from their school ie, a peer, as they were not credible.

## **Mentors**

Despite some of the students wanting an older mentor, most of the students who participated in ASPAW did not have any issues with the mentors and felt it was useful to have someone in the school available to talk to.

A few students who participated in ASPAW felt strongly that the programme would be more authentic if ex-smokers led the programme as they could identify with students about how difficult it is to quit. These students believed this was important to the programmes success both in their school and in other schools. There was also a suggestion that a slightly older person, such as a previous student from the school, could be available to mentor. If they were in their early twenties it would remove the 'peer' situation if people did not want to have help from other students.

Some students said it took awhile for them to take the mentors seriously (Group 1).

Others described the mentors as helpful and if they did not know they answer to their question they would seek it out and get back to them (Group 1).

Most of the second group did not recall being assigned a mentor. The group was between 2 and 8 students over the three sessions and this was what they recalled rather than the mentoring afterwards.

The 2010 student smokefree coordinator noted that in term 4 they had run the first session as a group and then mentors had split off with their partner for the second one and followed through with them after that. Their perception was that the mentoring by peers did work and that the students were honest about their smoking.

*I find they're honest especially if they're sort of not close friends with us. All of us mentors don't smoke so we don't socialise with these people. I think it's quite helpful that they're not seeing us outside of the mentor sessions like at a party or something when they could feel bad about smoking in front of us.*

### **3.2.3 Short-term change of knowledge**

ASPAW allowed students to recognise how smoking impacted on their daily routine or when a student was more likely to smoke. It was noted that it made students realise how much they were smoking, what it cost them and ways they could avoid smoking.

*It was good as it gave you an opportunity to talk about your smoking – your opinions about smoking, when you are most likely to smoke, the influence of your friends smoking. You weren't forced to do anything it was your choice.*  
Student

Many of the students acknowledged that they had gained new knowledge about smoking (eg, the cost involved), while a couple of students felt it was just the same old information that you had hear from adults such as grandparents and parents. Students saw that as annoying.

### **3.2.4 Short-term change of attitudes**

Most students in Group 1 described the ASPAW programme as worthwhile and as more useful than a detention because it provided an opportunity to talk about their smoking habit.

*When you are sitting in a detention you just get angry and sometime that makes you want to smoke more. Student*

Students mentioned that the mentors had a presence around school and at parties which had an effect on their smoking behaviours making them think twice about smoking if they knew the mentors would see them.

### **3.2.5 Short-term change of behaviours**

All the students acknowledged the influence of their friends on their smoking behaviour and their attitudes towards smoking. If their friends smoked too it was difficult for them not to. Some students stated that they successfully temporarily moved themselves out of a smoking situation.

The majority of students attended all the sessions though one had opted not to return for session 2 & 3 and instead take a detention.

One student (Group 2) only went to one session and as a result, tried harder to not get caught smoking. Similarly, some students said that after the three sessions, they had tried to be smarter about smoking and not get caught so they did not have to do a detention or the course (Group 2)

There was a varied response by students when asked if they had tried to stop smoking before going on the ASPAW course. Some had tried before to quit before and had varying success. Some had contacted Quitline and been told they were too young (they thought you have to be aged over 18 although this is not the case).

A number of students described attempts at quitting after ASPAW using methods such as the patches, hypnotherapy, nicotine gum or lozenges.

Some students reported they tried the technique of changing personal habits that were associated with routines to have a smoke eg, changing the routine of having a

smoke after a coffee. A couple of students found this useful, while others found it a bit more difficult.

One student (Group 2) said that the sessions had not made a difference and no attempt to quit had been made at the time, but then went on to say that a couple of weeks before the discussion group he had managed to stop for about a week going 'cold turkey'. Other students in this group said they did not want to quit so they had not made any attempts.

A number of students acknowledged they had shifted their attitude towards quitting.

*Even though you smoke you still have quitting on your mind. Student*

The 2010 student smokefree coordinator that of the approximately 10 students who undertook ASPAW in term 4, one student had reduced smoking and was hoping to quit and so had his friend, but others had not.

### **3.2.6 Short-term change in the school environment directly affected by the smokefree programme**

One of the changes in the school environment identified by all involved in the evaluation was the presence of smokefree signage as part of the Constant Smokefree Campaign. The campaign is designed to support the ASPAW courses and reinforce the smokefree messages and therefore the legislation.

Almost all the students agreed that as of the end of 2008 and during 2009 the school was enforcing being smokefree more seriously, with more teachers patrolling, some traditional smoking spots being cordoned off, and announcements at events saying the school is a smokefree area. The smokefree signs around the school were seen as not being very effective. Some students were known to have collected them (Group 2).

Students from the small discussion groups reported there had been serious physical changes to the school environment in an effort to barrack off traditional smoking spots. This included fencing off an area where it had previously been easy to go off the school grounds for a smoke.

One or two students mentioned receiving lunch passes allowing them off school at lunchtime. In reality, this meant students would go to a local park or someone's house and smoke. This was seen as being slightly unfair and the perception was that as the pass only lasted for a week so it seemed pointless.

The majority of students who smoked observed that as the enforcement of the smokefree school policy was more strongly enforced, the students became more determined in beating the system. This meant students would think of elaborate ways to enable them to continue to have a smoke.

### **Effectiveness of the Smokefree Strategic Plan**

The Smokefree Strategic Plan was perceived to be a vital component of the total smokefree programme at Kapiti College by the Smokefree Advisory Group. To these students it was the outcome of their research and exploration of smoking issues from a youth perspective. The development of the Smokefree Strategic Plan identified the three major activities (enforcement of the Smoke-free Environments legislation, the provision of the Constant Smokefree Campaign and the delivery of ASPAW workshops which required the training of ASPAW mentors) to focus on to help students at Kapiti College become smokefree.

Bringing the Smokefree Strategic Plan together and having it endorsed by school management and teachers was seen as a way of giving importance and weight to the student's ideas.

*As students we wanted it [activities under the Smokefree Strategic Plan] to look big, important and serious. ASPAW developer*

Students and teaching staff knowledge of the Smokefree Strategic Plan was reported to be varied. Most students and teachers were aware of smokefree activities happening within the school but they did not necessarily link this back to the planned approach originating from the Smokefree Strategic Plan.

There were mixed reports about the effectiveness of the Constant Smokefree Campaign in particular the smokefree signage. The student Smokefree Advisory Group emphasised the importance of signage and believed it contributed to the enforcement of the Smoke-free Environments legislation, while the Principal commented that the signs were not effective and could be ignored, and were subjected to becoming 'souvenirs'. Some students in the discussion groups confirmed this. The smokefree announcements at opportune times at school events were reported to be heard by students and visitors, though for a small number of people this did not stop them smoking on the grounds or just outside the grounds boundary.

### **The effectiveness of ASPAW**

ASPAW was deemed to be effective, more so in 2008 than in 2009 for the reasons stated previously. There were fewer mentors trained, and this happened later in the school year which meant that mentoring did not commence until the fourth term. Prior to this the school had continued with detentions as the way of dealing with students caught smoking during 2009.

It was not possible to evaluate how effective the ASPAW mentoring programme was in 2009 for the students who had taken place due to constraints in accessing students who had taken part in the last term of the year. As noted though the mentor who is the future student smokefree coordinator for 2010 reported that two of the students who took part in ASPAW had reduced smoking and were intending to quit.

## 4. Conclusion & Recommendations

### 4.1 Process Evaluation

The key informant interviews, review of key documents<sup>5,7</sup> and observation of ASPAW student mentor training provided the relevant and detailed information to inform the process evaluation. This section outlines the conclusions drawn from the findings and makes a series of recommendations to the *intended users* and the *programme operators*. The conclusions are divided into four sections - actual implementation against the programme plans and the logic model, perceptions of the interventions among key stakeholders, strengths of the programme and challenges of the programme.

#### 4.1.1 Actual implementation against programme plans and the logic model

The Smokefree Strategic Plan was regarded by stakeholders as providing the direction for the programme. The Smokefree Strategic Plan, developed by the original ASPAW developer, clearly stated a long-term goal and outlined three main actions/strategies to implement. However, there were no stated measurable objectives to ensure the actions would help reach the goal. So while the programme delivered a variety of actions, there was limited monitoring of these actions. It would be useful if data on the programme outputs was collected so that some comparisons could be made from year to year.

ASPAW was originally planned to run in a group setting at lunchtimes on set days of the week with participants having the opportunity to meet with a mentor at the end of the three sessions. In the latter half of 2008 ASPAW workshops operated on a one-to-one setting with participants completing all three sessions during form time with a mentor assigned to them. The one-to-one session allowed more contact and support from a mentor and sessions started on any weekday that was convenient to both the student and the mentor.

The smokefree programme continues to offer students an alternative to being punished for smoking at school by offering assistance and support to help students quit smoking. During the implementation phase the student Smokefree Advisory Group saw how hard it was for students to fully quit smoking so the group accepted that if a student reduced their smoking this was still a success toward the ultimate goal of quitting and should be acknowledged as a positive behaviour. The group also accepted that it may take a number of attempts to quit. Some students who attended ASPAW more than once (ie, undertaking the whole programme more than once for a further smoking episode at school) wanted to hear new information and perspectives about smoking, not a repetition of the same information. This may be more achievable with the new one-to-one mentor sessions which can be tailored to suit the student, rather than the group workshop setting.

Recommendations:

1. Encourage the student Smokefree Advisory Group to explore writing some measurable objectives for the Smokefree Strategic Plan.
2. Retain ASPAW workshops operating in a one-to-one setting with an assigned mentor.

3. Consider renaming ASPAW as the 'workshop' label is not accurate for one-to-one sessions. The name could possibly become Anti-Smoking Planning Action Sessions, Meetings or Course.
4. Continue to encourage smoking reduction behaviour and vary the content of ASPAW workshops to accommodate students who are repeating the sessions.

#### **4.1.2 Perceptions of the smokefree programme**

Overall stakeholders, students and teaching staff were positive about this student-led approach to assisting and supporting students to give up smoking rather than punishing the students caught smoking at school. There was a trusting and respectful relationship between the student Smokefree Advisory Group and the teaching staff. The Smokefree Advisory Group had autonomy to deliver the programme with the backing of senior management.

The Smokefree Advisory Group acknowledged that while ASPAW may be the most well known smokefree action in the school, the combination of enforcing the Smoke-free Environments legislation and Constant Smokefree Campaign efforts were also important components to making the school smokefree.

Recommendations:

5. Continue to promote the option of attending ASPAW workshops as a positive alternative to receiving a punishment.
6. Continue enforcement of the Smoke-free Environments legislation and regular communication of smokefree messages via the Constant Smokefree Campaign as essential components to support ASPAW.

#### **4.1.3 Strengths of the smokefree programme**

Key informants unanimously said that an important strength of the programme was that it was by youth for youth. The fact that it required no capital outlay was positive. The enormous amount of time and energy from the student Smokefree Advisory Group meant that the students had identified issues of relevance and importance to them and had centred the programme on them.

All of the key informants acknowledged the support that had been given by the school senior management they had taken the smokefree programme seriously. They had integrated it in to the school and provided opportunities for the student Smokefree Advisory Group to promote the programme to students and staff.

Students involved in the Smokefree Advisory Group described the personal benefits that they had received through the programme. They had been able to develop leadership and organisational skills, assist students to stop or reduce their smoking and had also come to know more students in their school community.

Recommendations:

7. Continue to provide a school environment that supports and encourages students to lead and develop the smokefree programme.

#### **4.1.4 Weaknesses/challenges of the smokefree programme**

The largest challenge that was reported by key informants was the voluntary time and energy required by the student Smokefree Advisory Group to maintain and build on the initial implementation of the programme. The student smokefree coordinator

was required to organise many meetings between the school management, the mentors and the students in addition to their school work and other extra circular activities. This resulted in some of the delays in implementation of ASPAW in 2009.

Recruiting and training enough ASPAW mentors had been a large challenge and was another of the main reasons for the delays in keeping ASPAW running in terms 1, to 3 of 2009. The benefits of new life skills gained through mentoring should be promoted along with the benefits of getting to know more students in the school community to attract more student mentors. There is a potential further challenge if the ASPAW developer is unable to continue to deliver some of the mentor training. This potential loss of knowledge and experience could result in further delays or a loss of momentum.

Another challenge reported by students was to vary the programme content so that students who undertook ASPAW more than once, which happened fairly frequently, were exposed to new information and perspectives that could help.

The ASPAW workshops are designed for students who want to attend and are motivated towards quitting or reducing their smoking. If a student attends but does not contribute or has no desire to stop, the mentor can discuss this with the student and offer them the opportunity to work with another mentor, or it may be agreed that ASPAW is not suitable for them at that time. If the student has been referred by a teacher the mentor may feed back to the teacher about this decision.

Recommendations:

8. Explore the option of delegating some of the student smokefree coordinators roles to other student Smokefree Advisory Group members.
9. Promote the new life skills gained by ASPAW mentors to attract more students to undertake this role.
10. Develop contingency strategies for continuing ASPAW mentor training should the ASPAW developer not be available to deliver this training in future.
11. Have the ability to change mentors available for students and mentors if one or both parties decide that the relationship is not working.

## 4.2 Impact Evaluation

The key informant interviews, and small group discussions provided the relevant and detailed information to inform the impact evaluation. The findings are discussed in the previous section. As with the process evaluation conclusion above, this section outlines the conclusions drawn from the findings and makes a series of recommendations to the *intended users* and the *programme operators*. The conclusions are divided into the sections – the effectiveness of ASPAW, people's perceptions of the programme, student's short-term changes in knowledge, attitudes and behaviour around smoking, short-term changes to the school environment and finally transferability of the programme.

### 4.2.1 The effectiveness of ASPAW

Recommendations:

1. Explore opportunities to have new information presented in the ASPAW sessions with the mentors for students repeating ASPAW.

2. Explore the possibility of ex-smokers who are now smokefree providing the mentor role in ASPAW to make the advice more authentic.
3. Strengthen recording and data collection of the programme in order to monitor both the outputs and outcomes (through the objectives).

#### **4.2.2 People's perception of the smokefree programme**

Overall teachers and students thought that the programme was successful, even if just in terms of raising awareness of quitting smoking and increasing knowledge. In 2009 there was much less of a presence in terms of the ASPAW courses and the mentors. Other measures were seen as positive by the majority of participants.

Recommendations:

4. Continue to highlight the smokefree message in form times, at school events and around the school via signage (made more permanent so that it cannot be removed)
5. Consider having some older people (early twenty's, possibly ex-students) as mentors to avoid conflict with peer mentoring if this is an issue for some students.

#### **4.2.3 Student's short-term changes in knowledge, attitudes and behaviour around smoking**

An increase in knowledge was mentioned by students with specifics being, cost of smoking, knowledge about measures to delay having a cigarette and tactics to avoid having a cigarette if others were smoking around them.

Recommendations

6. Consider making the programme longer than three sessions if students want to continue to have the support of their mentors and it is working for them.

#### **4.2.4 Short-term changes in the school environment directly affected by the programme**

The main change in the school environment was to do with the smokefree signage as discussed above. It was also mentioned that the school had tightened up on the places where smoking had traditionally taken place. This could have contributed to students being more creative about where they smoke, including off grounds.

### **4.3 Transferability of ASPAW**

The programme transferability is very dependent on finding a student or students who have a high level of commitment and passion for the programme. The school environment can foster and support student led initiatives but it requires the students to be intrinsically motivated and have enough time to commit to the programme for it to operate. The student developer of the programme recognises that it may be necessary to adapt the programme to fit the culture of other schools.

The programme could be more likely to transfer successfully into another school if the receiving school demonstrates commitment and supports the students leading the programme. Firstly teachers need to be aware of all the programme components (ASPAW and mentoring, Constant Smokefree Campaign and enforcement of the Smoke-free Environments legislation) and then support the students running the

programme and initiate referrals. There is the potential for teachers to turn a blind eye to smoking and not to make referrals.

A trusting relationship between student mentors and teachers is needed to accommodate times when a mentor may be late or require time out of class for the project. Allowing the workshops to run in form time can encourage students to take the ASPAW opportunity rather than forgo their lunch time or have to stay after school.

A joint approach by a student leader and the smokefree coordinator from the public health unit to potential schools wanting to take on the programme was seen as beneficial. In the case of the school approached by Kapiti College this provided credibility for the programme and demonstrated two sides of the programme – both from the student's perspective and the community support available. It would allow students setting up a similar programme in their school to benefit from all the relationships a school coordinator has in the community.

7. Emphasise the need for a strongly committed student leader or leaders for the programme to work.
8. Ensure that staff at the school are supportive and willing to refer students to the ASPAW course rather than detention if the student is willing to undertake that step.
9. Have a multi-faceted approach to smokefree in the school to support the ASPAW programme, such as Constant Smokefree Campaign and continued enforcement of the smokefree legislation.
10. Have access to smoking cessation support at school via a school nurse (nicotine replacement therapy – patches or gum) to support the ASPAW work.

## Appendix 1 Interview Schedules

### **Key Stakeholder Interview Schedule**

#### **1) What is the Kapiti College Smokefree project**

- 1) In a couple of sentences can you describe the Kapiti College Smokefree project?
- 2) Why was it set up? and who was involved in setting it up?

#### **2) How are you involved in the Kapiti College Smokefree project?**

- 1) Can you describe your current role in the Kapiti College Smokefree project? (daily, weekly or supervisory role? Explore role in ASPAW? )
- 2) Is your role current role in the project what was initially planned? – if not what differences are there and how did these come about?

#### **3) Anti Smoking Action Planning Workshop (ASPAW)**

- 1) How did this workshop concept develop?
- 2) Who developed the programme?
- 3) *How does ASPAW work*
- 4) *Who is ASPAW targeting?*
- 5) *What are people's attitudes towards ASPAW? - Students, teachers, caregivers and parents?*
- 6) What resources were required to make ASPAW happen?
- 7) Are there sufficient resources to deliver the ASPAW project as planned?
8. *(if not where are the gaps ? - training of ASPAW coordinators, time and leadership from school staff, lack of physical space or \$ for operational costs eg, printing, meeting venue)*

#### **4) Sustainability of ASPAW**

ASPAW is now in its second year with a new group of coordinators from the original team.

- 1) Have there been any changes in the running of ASPAW this year compared to last year?
- 2) If so what are they?
- 3) The Smoking Advisory Group will face yearly or 2 yearly changes as students move through the college.
- 4) Do you know of any strategies to help offer consistency? Written policies, standards handover period?
- 5) What information do you collect to determine if you are being successful?
- 6) Quitting rates or cutting down on the number cigarettes smoked, what happens 3 or 6 months after ASPAW.
- 7) Are people able to repeat the ASPAW workshop if they relapse?
- 8) In an ideal world what would the ASPAW programme look like? What are essential components for a high quality ASPAW programme?

#### **5) Potential for transferring ASPAW into other schools**

- 1) What do you see as the strengths of ASPAW?
- 2) Do you think that ASPAW could work in other schools? *If so what are the crucial components to get it to work?*

- 3) What do you see as the weaknesses of ASPAW?
- 4) 4) ASPAW is one part of the Smokefree Strategic Plan at Kapiti College the other components are constant smokefree messages and environmental legislation in your opinion do you think ASPAW would be effective if these other components did not exist?
- 5) What relationships and support are necessary for ASPAW to operate within a school?
- 6) (eg, RPH, Cancer society, school management, HSC etc)

### **Student Small Group Interview Schedule**

- 1) How did you find the ASPAW experience? ( Perception)
  - Was it better than a detention?
- 2) What were the good things, if any about ASPAW? (Perception)
- 3) What were the not so good things, if any about ASPAW?
- 4) Did you attend all the sessions? Were any better than others? – Session 1- education, 2 planning, 3- action. (dose and intensity of knowledge)
- 5) How did you find your mentors input? (Perception of quality)
- 6) Have you attempted to quit before ASPAW? If so how? eg, Quitline, cold turkey (pre/post question to establish change in behavior & knowledge)
- 7) Did you attempt to quit after ASPAW? If so what strategies did you use, change of habits, remove yourself from situation, buy a reward (pre /post question to establish change in behavior & knowledge)
- 8) Have you made any changes since attending ASPAW? ( change in behavior)- Reduction in smokes?
- 9) Have you noticed any changes around the school regarding smoking? (change in the environment through the Smokefree Strategic Plan )
  - Constant smokefree campaign, smokefree events, enforcement of Smokefree legislation to all school users?

10) Do you think this Smokefree project could work in other schools?(perception of transferability)

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