

Priorities for Adolescent Smoking Prevention and Cessation Research and Practice

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Research and practice questions

- Which young people smoke and why?
- Which interventions are effective in preventing and/or reducing youth smoking?

What do we know and what more do we need to know to be more effective?

Research and practice questions

- *Which young people smoke and why?*
 - what do we mean by young people?
 - what are the key influences?
 - do these differ by age, gender, SES, ethnicity?
 - do they interact and in what ways?



Becoming a smoker is a process

Pre-contemplation
?
Contemplation
?
Action/Experimentation
?
Habituation/Addiction
?
Maintenance/Regular/ 'Adult' smoking

Becoming a smoker

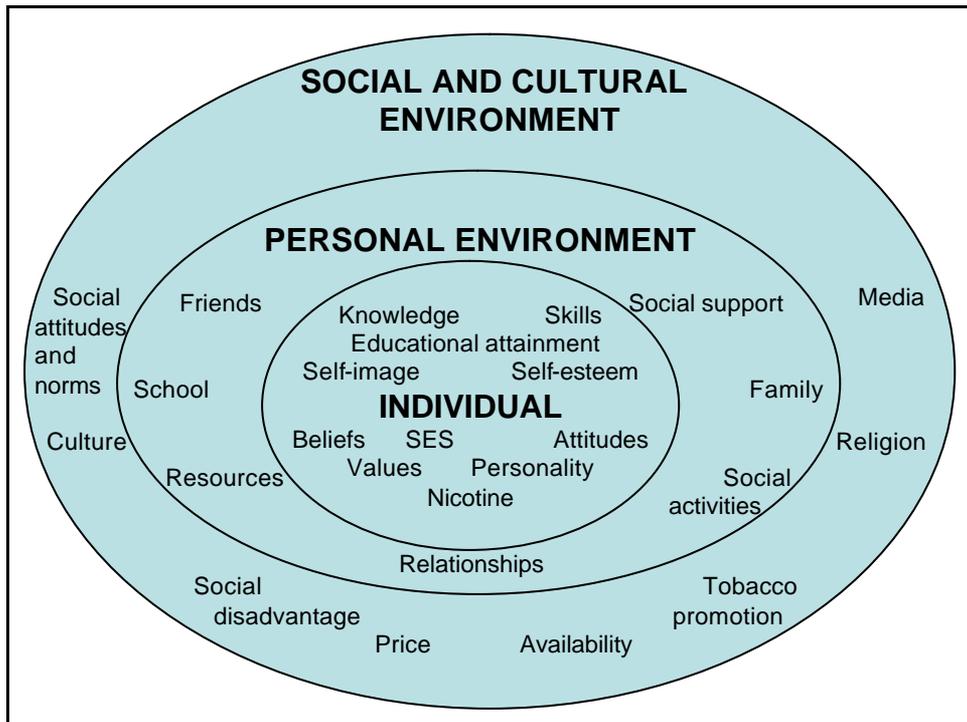
- Not always uni-directional progression
- Variable length and time
- Dependence/addiction can be rapid
- Extends into late teens
- Young people v adult v our understandings:
 - being a smoker
 - addiction
 - quitting

Being a smoker

- Casual/social smoker v Smoker:
 - pattern and amount of smoking
 - buying own
 - want or need
- Habit v Addiction
 - want or need
 - quitting experiences
 - withdrawal
- Implications- interpretation of research
 - blurring between prevention and cessation

Why young people smoke

- Aspirational (desirable, fashionable)
- Acceptable (socially, culturally)
- Functional (role, meaning)
- Accessible (available, affordable)
- Addictive (long term behaviour)



Research gaps

- Inequalities- gender
 - SES
 - ethnicity
- Process and trajectories eg key transitions, older teens, life-course perspective
- Young person centred v tobacco centred
- Context and culture- micro/macro, dynamic
- Inter-relationships

Tobacco and young people- a life course inequalities framework

Childhood circumstances → Pathways to adulthood → Current circumstances → Smoking behaviour



Policy and practice levers

Research gaps

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 - SES
 - ethnicity
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Some policy, programme, practice implications

- Address all three levels of influence
- Congruent with adolescent girls' and boys' gendered experiences of smoking (eg role, meanings) and wider social worlds eg media, peer education, schools
- Integrate within wider health promotion to support youth in transitions eg creating desirable alternatives for identity construction for girls
- Link with addressing inequalities

Research and practice questions

Which interventions are effective in preventing and/or reducing youth smoking?

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Aspirational (Research)

- Stop all tobacco marketing- point of sale, packets
Evaluate impact, new tobacco industry tactics
- Reduce positive media images of smoking
Young people's exposure, impact
- Health promotion campaigns and programmes at national and local level

Health promotion (Research)

- Comprehensive, well resourced, sustained
- National level- mass media campaigns
Messages, tailoring, exposure, tone
- Local level - educational setting (eg school, college)
- community setting (eg youth)
Pilot v demonstration v dissemination (eg practicality, feasibility, sustainability, cost), older teens
- New media- viral marketing, internet, texting
Innovation, evaluation

Acceptability (Research)

- Reduce adult smoking
- Media campaigns- adults and young people
- Smokefree public places
- Smokefree homes

Impact on children and young people- attitudes, social norms, behaviour

Access and availability (Research)

- Price
- Size of pack
- Age of sale- enforcement, sources, behaviour
- Illegal/smuggled
- Family and friends- can we change attitudes and/or behaviour?

Impact gender, SES, age

Addiction/Cessation (Research)

- Cessation and young people - no clear UK evidence on effectiveness - **new studies?**
- Challenges – **reach and effectiveness**
- **Cost-effectiveness**
- **Cessation v health promotion**
- **Age, gender, SES, addiction/consumption**
- **Understanding addiction, cessation motivation, process, relapse behaviour.**

Research and practice questions

- *Which interventions are effective in preventing and/or reducing youth smoking?*
 - prevention and/or cessation?
 - what works for whom in which circumstances?
 - pilot v demonstration v dissemination
 - levels: policy, practice, national, local
 - economics eg cost-effectiveness
 - understanding complexity eg additive or synergistic effects
 - reducing inequalities