Baseline Assessment of Tobacco Use Prevention Education (TUPE) in Texas Secondary Schools

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Purpose:

1. To describe the tobacco program requirements of Texas secondary schools.

2. To identify the nature of implementation of tobacco program components in Texas secondary schools.

3. To explain the similarities and differences between middle and high schools in implementation of tobacco program components.
Baseline evaluations were conducted as part of the Texas Department of Health – Texas Tobacco Prevention and Control Initiative Evaluation Project.

Written surveys based on the CDC School Health Education Profile (SHEP) survey and SHEP Tobacco Module survey were modified and adapted to comprehensively reflect tobacco programs in Texas.
Participants:

- A random sample of 171 secondary schools within the 19 East Texas pilot study areas received the Principal Survey and Health Coordinator Survey.
  - 130 (76%) completed the Principal Survey.
  - 128 (75%) completed the Health Coordinator Survey.
Principal Survey (n=130)

- 63 Middle Schools
- 67 High Schools
Health Coordinator Survey (n=128)

- 63 Middle Schools
- 65 High Schools
Analysis:

- *Chi square* ($\chi^2$) analysis was conducted for Middle School (MS) and High School (HS) comparisons.
No significant ($p < .05$) differences existed between MS and HS in the level of activity in each component.

- 83% of schools were active in enforcement,
- 24% were active in policy development,
- 19% were active in instruction, and
- Less than 15% were active in each of the other components.

http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm
Percentage of Secondary Schools Active in CDC Tobacco Best Practice Components - Baseline (1999-2000)

- Enforcement of school policy on tobacco use.
- Establish or change school policy on tobacco use.
- Instruction on TUPE.
- Student cessation support.
- Faculty and staff cessation support.
- Assessment of prevention programs.
- Teacher training for TUPE.
- Family involvement in TUPE.

Bar chart showing percentage of schools active in each component for middle and high schools.
Overall Tobacco Prevention Program Implementation:

- Only 15% of schools dedicated five or more lessons to TUPE.
- Few schools used research-derived published curricula with research-supported evidence of effectiveness.
  - 10% of schools used *Life Skills Training*.
  - 6% of schools used *Project Towards No Tobacco Use*.
- In the past two years, faculty received staff development on TUPE in 34% of schools.
<table>
<thead>
<tr>
<th>HS were more likely than MS to:</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require Health Education**</td>
<td>46%</td>
<td>92%</td>
</tr>
<tr>
<td>Include lessons on TUPE in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health*</td>
<td>48%</td>
<td>70%</td>
</tr>
<tr>
<td>Family Life Education*</td>
<td>19%</td>
<td>33%</td>
</tr>
<tr>
<td>Home Economics*</td>
<td>15%</td>
<td>27%</td>
</tr>
<tr>
<td>Use <em>Teens Against Tobacco Use (TATU)</em> curricula for TUPE.*</td>
<td>6%</td>
<td>19%</td>
</tr>
</tbody>
</table>

* $p < .05$, ** $p < .01$
### HS were more likely than MS to:

<table>
<thead>
<tr>
<th></th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encourage faculty and staff to attend a cessation program when caught violating tobacco policies.</strong></td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Have school security guards responsible for reinforcing policies prohibiting tobacco use by:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>66%</td>
<td>84%</td>
</tr>
<tr>
<td><strong>Faculty and Staff</strong></td>
<td>52%</td>
<td>73%</td>
</tr>
</tbody>
</table>

* * p < .05
**MS were more likely than HS to:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>Have the school counselor provide TUPE outside the classroom.*</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>Inform students of school tobacco policies through written policies</td>
<td>90%</td>
<td>76%</td>
</tr>
<tr>
<td>distributed directly to parents.*</td>
<td></td>
<td></td>
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<tr>
<td>Have the following people responsible for reinforcing school policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prohibiting student tobacco use:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents*</td>
<td>70%</td>
<td>54%</td>
</tr>
<tr>
<td>School Volunteers*</td>
<td>54%</td>
<td>37%</td>
</tr>
<tr>
<td>Have a one-to-three year written plan for tobacco program implementation.*</td>
<td>57%</td>
<td>36%</td>
</tr>
</tbody>
</table>

* * p < .05
Conclusions:

- While significant differences existed between Middle Schools and High Schools, implementation of TUPE at both levels was limited and not sufficient to be effective.
  - Some differences were attributable to state-level policies.
- Rarely were effective, interactive, skill-based, student-centered teaching methods used for tobacco prevention.
- Provision of teacher training was weak across all schools.
Recommendations:

- Provide schools with grade-level appropriate curricula that is proven to be effective to maximize student outcomes.
- Provide schools with guidelines or technical assistance to adopt and implement effective TUPE curricula.
- Increase staff development for TUPE.
References:

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