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Decreasing E-Cigarettes Among Adolescents

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E-CIGARETTES AMONG ADOLESCENTS

E-Cigarettes Among Adolescents

Isabel Cervantes

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

E-CIGARETTES AMONG ADOLESCENTS

Introduction

Most adolescents have heard about E-Cigarettes within the past couple of years. Many have known about E-Cigarettes from peers, friends, relatives and advertisements. In today's society, adolescents are being peer pressured into using E-Cigarettes by peers, and are being influenced by advertisements. Although, many adolescents are being pressured into using E-Cigarettes, many do not know what E-Cigarettes are made of and the health risks that are associated with E-Cigarettes. To address this issue, I have created a 2-session curriculum about E-Cigarettes and risk factors. I will deliver this curriculum to 6-8th graders in the after school program from Marguerite Maze Middle School in Hollister, CA.

Needs Statement

E-Cigarette use among adolescents in the United States is rising every year. E-Cigarette is a hand-held electronic battery powered device that is used to deliver marijuana, nicotine and other drugs. E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine, flavorings and other chemicals that help to make the aerosol. Users inhale e-cigarette aerosol into their lungs, bystanders can also breathe in the aerosol when the user exhales it into the air (Center for Disease Control and Prevention, 2019).

Tobacco use is the leading cause of preventable disease, disability, and death in the United States. Nearly 40 million U.S. adults still smoke cigarettes, and about 4.7 million

E-CIGARETTES AMONG ADOLESCENTS

middle and high school students use at least one tobacco product, including e-cigarettes.

Every day, about 2,000 U.S. youth younger than 18 years smoke their first cigarette (Center for Disease Control and Prevention, 2019). During 2011-2015, high school students and middle school students have increased the use of e-cigarettes by 900% in the United States (Surgeon General, 2016).

Nicotine and other drug exposure is harmful for adolescents. It affects brain development, which is still developing up to the age of 25. Exposure to drugs and other chemicals found in e-cigarettes can impact learning, memory and attention. Exposure to nicotine can also increase the risk of future addiction to other drugs. E-cigarettes also contain aerosol, heavy metals and organic compounds and ultra fine compounds that can be inhaled deeply into the lungs (Surgeon General, 2016). E-cigarettes also come in kid-friendly flavors, which is more appealing to young people. These added flavors have also more added chemicals that have health risks and some contain harmful chemicals that are known to cause cancer (Surgeons General, 2016).

Young adults need assistance from adults to know the facts and to hear the risk factors. We know that E-cigarette smoking among adolescents is high, and in the United States alone it has increased up to 900% (Center for Disease, Control and protection 2019). E-cigarettes contain nicotine that is a known substance to cause addiction, and E-cigarettes contain other harmful chemicals that are known to cause cancer (Surgeon General, 2016).

Unlike cigarettes, e-cigarettes has less marketing restrictions and regulations

E-CIGARETTES AMONG ADOLESCENTS

(Clendennen, Cooper, Mantey, Pasch, Perry, 2016). “It is vital to understand the relationship between marketing and e-cigarette use and susceptibility to use among adolescents, particularly as significant regulatory gaps remain as compared to conventional tobacco products,”

(Clendennen, Cooper, Mantey, Pasch, Perry, 2016). A study of adolescents who have never used nicotine products found a positive relationship between exposure to e-cigarette advertising and the intention to use e-cigarettes, (Clendennen, Cooper, Mantey, Pasch, Perry, 2016). The FDA (Food and Drug Administration), proposed to regulate, “tobacco products” under the tobacco control act 133 of 2016. This includes manufacturing, imports, packaging, labeling, advertising, promotion, sales and distribution. They have also included components and parts for e-cigarettes. The FDA has also proposed to restrict the sales of flavored e-cigarettes. However, as of October 2019 the FDA has not yet issued this regulation. Many states in the meantime have prohibited the sales of flavored tobacco products, including e-cigarettes. Governors in some States have used their emergency executive powers to temporarily ban flavored e-cigarettes along with their state health departments, (Truthinitiative.org, 2019).

E-cigarettes can be advertised on television, radio, print, and in digital or social media. Marketing cannot make claims about the exposure of fewer toxins or reduces harm unless otherwise stated by the FDA. Although, this is a rule and regulation many have done so including JUUL and Eonsmoke. When this occurs the FDA sends a warning letter and follows

E-CIGARETTES AMONG ADOLESCENTS

up until the regulations are met. E-cigarettes cannot also be labeled or advertised like food or beverages, under the tobacco Control Act. this is enforced particularly for adolescents, and children. Packaging also has to meet the Child nicotine poisoning prevention act of 2015, which requires child resistant packaging for e-cigarettes and liquids, (Truthinitiative.org, 2019). In a 2012 study sample of age 9 to 12 found that exposure to pro-tobacco advertisement, including e-cigarettes significantly increases the likelihood of the adolescent experimenting with e-cigarettes, (Agaku et al.,2013).

Adolescents are being peer pressured by friends, advertisements and by the companies who are making kid-friendly flavored E-Cigarettes. In order to increase the awareness of risk factors I will provide a 2-day curriculum about E-Cigarette risk factors for Middle school students at Marguerite Maze Middle School.

Theory

In my project, I am teaching 6th-8th grade adolescents about E-cigarettes, health risk factors, and adolescent-targeted advertising. Erik Erikson, in his Psychosocial Stages of Development, asserted that 12 to 18 year olds are in Identity vs. Role Confusion. When they are at this stage, they develop a sense of self and struggle with the question, “Who am I?” In this stage, they try on many identities, until one fits. They explore many ideas and roles, set goals and attempt to discover their “adult” selves. .Adolescents might try e-cigarettes due to peer pressure and to act like their peers, and to be socially accepted, a part of finding one’s own identity.

E-CIGARETTES AMONG ADOLESCENTS

Adolescents also experience an identity crisis during this stage, where they might explore or experiment with many different lifestyles. These lifestyles might be, trying new things like vaping. They may experiment with vaping to fit in or to belong in a group, (Simplypsychology, 2018). I will be creating a lesson for adolescents to help them understand negative outcomes to vaping, and strategies to counter vaping pressure.

Consideration of Diversity

Most adolescents who go to the program at Marguerite Maze Middle School are underprivileged, of Hispanic descent. Out of 714 students at the school, 33% of students are learning English. Most are low income children of migrant field workers. 72% of students come from low-income households. 87% are students who are of hispanic descent, (Greatschools.org). I will be conducting my project in English. Although I know there are some in which their first primary language is Spanish. I will translate what I can and ask for assistance from the teachers in translating as well so that all can be included. Many have already stated that they have seen at least one person who has used an e-cigarette, especially an adolescent who should not be using an e-cigarette because they are not of age of 21. In 2018 there were 559 students out of 714 who received free or reduced priced school lunches, (Ed-data.org, 2018).

Learning Outcomes

I will provide two, 60-minute lessons to 6-8th grade students in the after school program at Marguerite Maze Middle School in Hollister, CA.

By the end of the project, participants will:

1. Identify two negative outcomes to vaping.

E-CIGARETTES AMONG ADOLESCENTS

2. Identify two marketing techniques, that marketers use to appeal to adolescents.
3. Identify a marketing strategy to counter vaping pressure among adolescents.

Method

Day 1

First, I will introduce myself and will tell the class that I am there to talk to them about E-Cigarettes or Vaping. I will start my presentation by asking the program's students if they have ever heard of an electronic cigarette or vaping, by raising their hands. I will then ask them if they know the legal age for smoking, which includes E-cigarettes and vaping. I will ask the students if they know what are the main ingredients in an E-cigarette or in a vape pen. I will then ask them to raise their hands, and I will call on them to tell me the ingredients. After ten minutes of calling on students, I will then show the slide on ingredients. I will then show them the slide of what ingredients stay in the lungs and which ingredients are exhaled. I will ask if there are any questions regarding ingredients. Lastly, I will ask them why do you think it is dangerous for adolescents to use E-cigarettes or vape. I will then show them the slide on brain development and on harmful chemicals. I will then ask them to think about negative outcomes to vaping. I will ask them to write them on the board. After they have finished, I will show them the slide on negative outcomes to vaping. At the end of the first day of the presentation, I will ask them to think about

E-CIGARETTES AMONG ADOLESCENTS

any other questions I can answer for the following day.

Day 2

On day two, I will discuss what I have already talked about on day 1. Then, I will ask students if they have ever seen commercials for e-cigarettes or vaping. I will then show them examples of advertisements and how appealing they are to adolescents. At this point I will cover how vaping companies target teenagers. I will then show them examples of products that look like candies and ask them why they think that would be appealing to adolescents. I will ask them to raise their hands and ask them to tell me when I call on them. Then I will ask the students to give me examples of why they would look appealing. I will distribute white sheets of paper, pencils, colored pencils and markers. Then I will ask the students to make an anti marketing strategy to counter vaping among adolescents. I will provide pictures of the previous day from the negative outcomes to vaping. I will then collect the papers, and ask if they have any questions. Lastly, I will thank them for their time and hand out cookies.

Results

Not completed due to covid-19 closures.

Discussion

Not completed due to covid-19 closure.

E-CIGARETTES AMONG ADOLESCENTS

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Appendix

What is an E-Cigarettes?

By: Isabel Cervantes

E-CIGARETTES AMONG ADOLESCENTS

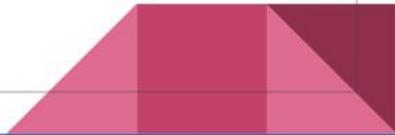
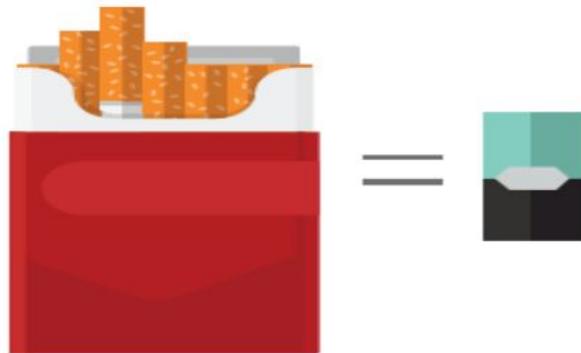
Electronic cigarettes (e-cigarettes) are battery-powered devices that can deliver nicotine and flavorings to the user in the form of an aerosol. E-cigarettes come in many shapes and sizes.

Click to add text

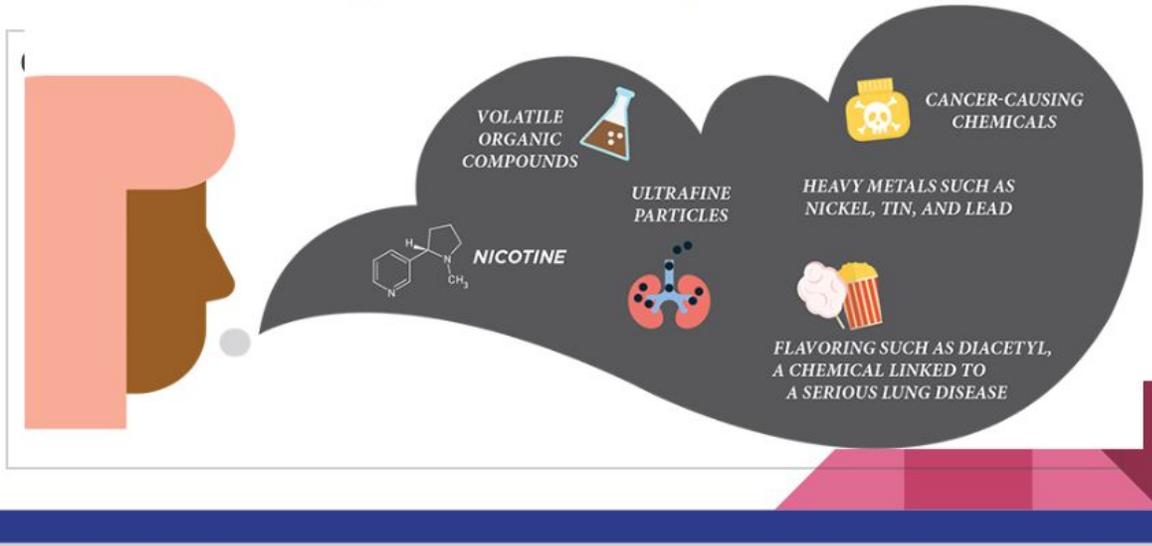


1 Pod = 1 Pack of Cigarettes

Click to add text



What is an E-Cigarette made up of:



Nicotine is highly addictive and can harm brain development, which continues until about age 25.

Click to add text



Negative Outcomes to Vaping:

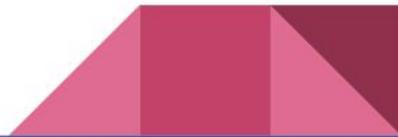
- Pick one person per group to walk up to the board and add 2 negative outcomes to vaping

Advertising towards Adolescents:



Advertising

- Pick a person per group to walk up to the board and add 2 advertising examples that marketers use to advertise to adolescents.



E-CIGARETTES AMONG ADOLESCENTS

What can you do to counter vaping pressure among youth: (marketing strategies).



- Slogans to counteract advertising pressure to adolescents

Thank You

- Hand out cookies, give thanks :)

