



California  
Youth  
Advocacy  
Network

Smoke and Tobacco-Free Policy

# Ambassador Program Toolkit



**California  
Youth  
Advocacy  
Network**

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# Program Framework

## Introduction

### About the Toolkit

In recent years, an increasing number of colleges and universities have adopted smoke and tobacco-free (STF) policies. While college administrations are supportive of implementing comprehensive STF policies, they are often apprehensive about enforcing these policies with punitive measures such as the use of citations. Instead, campus leadership recommends utilizing educational approaches to raise awareness about the policy. This leads campuses to try a variety of approaches to increasing policy compliance. One approach many colleges and universities have started to



experiment with is STF Policy Ambassador Programs. These programs have been researched, tested, and shown to increase policy compliance on several different campuses in the United States.

We owe this guide to the ingenuity and creativity of California campuses whom have tried many adaptations of STF ambassador programs and have been willing to share their lessons learned with us. We've engaged in conversations with the staff who run the programs, with the students that have participated as ambassadors, and have been collecting cigarette butt count data from campuses across the state since 2014. These learning opportunities have shown us the incredible variety that is out there and have given us the opportunity to share what has worked well and what needs to be adapted.

As a result of all of these interactions, CYAN has identified best practices for creating and sustaining a policy ambassador program to increase STF policy compliance on college and university campuses. The aim of this guide is to present a STF Ambassador Program that expands on the strengths of programs that have been established thus far, while also addressing some of the challenges. The main strategy proposed is to think of ambassadors less as “enforcers” of the policy and more as “policy leaders” who are tasked with engaging the broader campus community and generally raising awareness.

### How to Use the Toolkit

This guide is a combination of the most successful components from different campus STF policy ambassador programs. The program presented in this guide can be taken as a whole, and the guide includes recommendations regarding staffing and budget in order to run the program. This guide can also be taken in pieces, with campuses choosing to implement a selection of the programmatic pieces, should that campus be more limited in its resources.

We are recommending a resource-heavy program, but recognize that not all campuses will have the resources available to implement this program in its entirety. If your campus is unwilling to devote at least 75% full time equivalent (FTE) staff time for the first year of the program (FTE decreases substantially after the first year), it is encouraged you look at the different program components proposed in this guide and to pick and choose components that would be most doable for your campus.

In addition to recommendations for developing and maintaining a program, this guide also includes a variety of tools that can be used as is or modified to support campus-based policy ambassador programs.

## About Us

The California Youth Advocacy Network (CYAN) is a statewide organization dedicated to changing the tobacco use culture of young people in California. Since 1998, CYAN, a project funded by the California Tobacco Control Program, has been supporting California colleges and universities in creating healthy campus environments by adopting and implementing smoke/tobacco-free policies. In 2002, a group of students formed COUGH (Campuses Organized and United for Good Health), a statewide movement committed to promoting, establishing, and sustaining safer and healthier colleges through smoke and tobacco-free policy education, and cessation. Together, CYAN and COUGH have been working to advance the success of 100% STF policies on all institutions of higher learning in California.

As more colleges and universities have adopted and implemented 100% STF policies, CYAN has seen an increase in requests for technical assistance from campuses that wish to establish a STF Policy Ambassador Program. The purpose of this guide is to share the experiences and lessons learned from other California campuses that have established STF policy ambassadors programs. Our hope is that this guide will offer the resources, materials, and direction that a staff member would need to start an Ambassador Program on their campus.



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## Special Thanks

We would like to thank the following individuals and campuses for allowing us to adapt the materials that they created for their own programs as well as for sharing their experiences and stories with us, which we have used to develop this guide.

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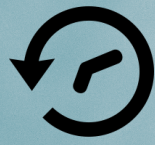
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## Overview of Smoke/Tobacco-Free Policy Ambassador Programs

Traditionally, STF policy ambassador programs are campus-based programs, often, but not always, run out of the Student Health Center. Student interns or volunteers are employed to conduct campus rounds in which they walk throughout campus and look for individuals using tobacco. When they find individuals violating the STF policy, ambassadors are trained to approach the individuals and, using a non-confrontational approach, offer the individuals tobacco treatment resources and educate them about the STF policy. Ambassadors may take printed resources and policy reminder cards with them on campus rounds and, if the individual is open to receiving materials, the Ambassadors will then provide these resources to the individuals that they approach.

The first STF policy ambassador program scientifically studied was the University of Kentucky (UK) “Tobacco-free Take Action!” Program, which recruited and trained nursing students to act as policy ambassadors on campus. These students were tasked with approaching individuals they encountered using tobacco, telling them about the University’s policy, and asking them to extinguish their tobacco product. UK’s STF policy went into effect in 2009 and the Tobacco-Free Take Action! Program was established in 2011, two years later. Unfortunately, it had to be terminated early because of negative interactions between Ambassadors and policy violators that led to the Ambassadors no longer feeling comfortable enough to continue to participate in the program. To be fair, this was one of the first attempts at a program like this and since that study, the program has been re-established with additional training protocols and guidelines that have made it a successful program for years.

## Types of Policy Ambassador Programs

Since the University of Kentucky research was first published in 2013, many additional campuses have adopted STF policy ambassador programs. For example, some STF ambassador programs, such as the program at San Francisco State University, focus more on providing tobacco treatment resources and increasing the number of quit attempts on their campus, while others, such as the University of California, Davis, focus more on outreach, education, and increasing visibility of the policy. Some campuses employ a larger group of Student Ambassadors (20 to 30 Ambassadors) while others choose to be more selective in their recruitment (i.e., three to eight Ambassadors). Campuses, such as Sacramento State University, that can work with a larger group of students typically run their programs out of their Student Health Center and can train their Peer Health Educators to also act as policy ambassadors. STF policy ambassador programs do not have to be run out of the Student Health Center. At CSU Fullerton, they have run a successful program out of their Environmental Health and Safety Office for many years, choosing to be more selective and only retain three to five ambassadors at a time. These ambassadors conduct campus rounds, outreach to a variety of departments and clubs, and cigarette butt pick up events.

STF ambassador programs also vary by the amount of resources (time and money) that they dedicate to the program. A more resource-heavy program includes selectively recruiting the ambassadors and providing extensive training to them. Whereas, other campuses have established programs that use fewer resources.

One innovative approach from which we have learned a great deal comes from Ohlone College in Fremont, CA. In 2004, when the campus adopted a policy limiting smoking to parking lots only, the Student Health Center ran a 100 People/100 Days Campaign which recruited 100 volunteers to help promote the policy on campus for the first 100 days of the policy. Several years later, after adopting a 100% STF policy, the campus Health Center implemented a 30 People/30 Days Campaign. Rather than recruiting and training a small group of students to serve as ambassadors, Ohlone recruited a wide array of students, faculty, administrators, and staff to promote the policy and talk to policy violators around campus. These individuals received a volunteer kit that included instructions for educating policy violators, policy FAQs, policy reminder cards, a campaign t-shirt, and a policy promoter button. The section in this guide called 30 People Campaign is modeled after Ohlone’s program, but shortens the timeline to two weeks rather than 30 days.

## Ambassador Program Lessons Learned

Research suggests that without educational enforcement, approaches to tobacco prevention have little effect. To many college campuses, educational enforcement may take a back seat to punitive enforcement. It is often overlooked and may be seen as unimportant. However, educational enforcement through the use of Ambassador Programs is an effective way for college campuses to utilize students to increase awareness of their smoke and tobacco-free policy, to reduce exposure to secondhand smoke, and to encourage quit attempts. Much of the research shows that tobacco treatment services are necessary after a campus-wide tobacco free policy is implemented. Ambassador Programs are a good way of providing tobacco treatment services and may consist of peer to peer run programs as seen in Ohlone College's case study (2005). Ohlone College found that they were successful in reducing tobacco use on their campus because their program was student/campus driven--by doing this, all parties felt ownership of the project and were willing to participate in the implementation. Once their ambassadors were accustomed to doing campus rounds (which we will discuss in detail further on), they were able to effectively provide educational resources and incentives to tobacco users, to conduct clinical interventions, and to provide referrals to clinical interventions.

The University of Kentucky found that when they ran an Ambassador Program, their Ambassadors needed to be visible and active on a regular basis throughout the campus. Ickes, Rayens, Wiggins, and Hahn studied the University of Kentucky's approach to implementing an Ambassador Program and found that having a group of trained Ambassadors improved the self-efficacy among the campus community as others on campus observed their interactions with tobacco users, and through social modeling, felt they too had the capability to approach violators. Saw, Steltenpohl, Bankston-Lee, and Tong found that while visibility was important, more important was provision of quit kits. They conducted an intervention administered by youth and young adults as Ambassadors that provided quit kits to individuals using tobacco and found that this type of quit-kit centric intervention was welcomed by tobacco users; and that discussions with "Street Team" members and provision of quit kits motivated tobacco users to consider quitting while also empowering tobacco users with the resources to quit. Consequently, rates of tobacco use violations decreased and a decline occurred in the number of cigarette butts. These interventions represent the general consensus in campus communities that Ambassador Programs are an effective way of implementing educational enforcement. The following section goes into more detail on the successes a campus may experience when implementing an Ambassador Program.

## Ambassador Program Best Practices

The body of research on these programs continues to grow as do the successes from colleges and universities utilizing STF Policy Ambassador Programs. These successes include:

- Policy Ambassador Programs are effective in increasing awareness and compliance of STF policies on campus through campus rounds and targeted educational campaigns.
- Ambassadors can help identify hot spots on campus and, as a result, the total number of cigarette butts found on campus property decreases.
- Ambassador Programs that offer tobacco treatment interventions do increase compliance, as they show a greater public health potential than most other reduction strategies--since many smokers say that a healthcare provider's advice to quit is an important motivator to stop smoking.
- Education in collaboration with monitoring and enforcing the policy near hot spots was implemented with success and is a sustainable strategy to improve compliance.
- Most individuals complied when simply reminded of the policy in an unthreatening or nonjudgmental way.
- Ambassador Programs have garnered support of multiple layers of campus constituents to affect social norms about tobacco use and decrease prevalence of its use. For a campus that is adopting a STF policy, using Ambassador Programs to involve the campus community in the decision-making process has shown that they can gain support from administrators and policy-makers, as well as empower students to feel ownership of the development of campus policies.



## Ambassador Program Challenges

While research shows that these types of programs work to increase policy compliance on campus, the literature as well as lessons learned from California colleges has also shown that these programs have several challenges associated with them. These challenges include:

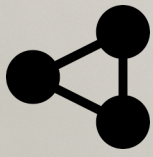
- The most fundamental challenge is ambassador burnout.
- Student ambassadors lack enforcement authority and that reality becomes more significant as the quarter, semester, or year wears on and the students continue to approach the same policy violators.
- Ambassadors may also become disheartened at the standoffishness of individuals they approach. It is common for ambassadors to feel they are not making a difference on campus, when in fact, the data show they are.
- When there is only a small group of policy ambassadors, wider campus engagement and visibility of the policy may be lacking.

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# Policy Ambassador Program Framework – Recommended Approach

## Overview

The STF Ambassador Program presented in this guide represents a shift in the type of ambassador programs commonly used to increase policy compliance on college and university campuses. Campus rounds are a component of, but not the central piece to, the Ambassador Program we are proposing. Rather than enforcers, a core group of student ambassadors are tasked with being the leaders and face of the STF policy on campus – coordinating campus events and recruiting additional volunteers to help promote the policy around campus.

Volunteers need different levels of engagement to choose from when participating in a STF compliance efforts. Activities should offer low intensity, one-time actions, medium intensity projects that include several actions and take weeks to months, and high-intensity campaigns that are multifaceted and take months to years.

If you choose to implement this program in its entirety, you will selectively recruit a small core group of policy ambassadors that will have a high intensity level of engagement throughout the entire year. These individuals will receive extensive training and will be the leaders and face of the STF policy on campus. The core ambassadors will be in charge of recruiting additional staff, faculty, and student volunteers throughout the year to participate in low and medium intensity activities such as participating in a cigarette butt clean up event (low intensity) or volunteering in a 30 People Campaign (medium intensity).

## Key Components

### MAJOR PROGRAM COMPONENTS INCLUDE:

- **Data Collection:** Data collection includes campus rounds reports, tobacco waste counts, and self-reported efficacy scale of both your ambassadors and your 30 People/30 Day Campaign volunteers.
- **Ambassador Recruitment and Training:** Includes providing a position description, collecting applications, and conducting interviews in the Spring, as well as providing a sequential training curriculum to ambassadors throughout the first month of the academic year.
- **30 People Campaign:** Held twice per year, once in November and again in February/March. The 30 People involves recruiting at least 30 staff, faculty, and students to volunteer for two weeks, promoting the policy on campus, approaching and talking to people that they see using tobacco, offering them resources, and providing reports back to the ambassadors.
- **Outreach Events:** Conducting two to four outreach events per year will also help to raise policy awareness and will serve as an important tool to recruit volunteers and core ambassadors. CYAN offers support and resources for the Great American Smokeout and Earth Day, but many campuses also conduct smaller-scale events or online promotion during the following times: Rush Week, Halloween, New Years, Valentine's Day, Kick Butts Day, and World No Tobacco Day. Picking two to four events during which to promote the policy and your program allows you to share your work with the campus community and will raise the visibility of your program and the policy.
- **Campus Rounds:** The core group of policy ambassadors will participate in campus rounds three times per year -- during the first full month of a new academic year (September or October), in December, and March. As described in the introduction, campus rounds includes walking around campus in groups or pairs, approaching individuals that are using tobacco on campus, educating them about the policy, and sharing tobacco treatment resources with them.

## Staffing and Budget

Our hope is that this guide will provide your campus with the opportunity to run a STF Policy Ambassador Program at a low cost and with less staff than typically needed because many of the tools needed to run the program are included here. Nonetheless, it is recommended that to run the Program in its entirety, your campus should devote at least 50% FTE staff person, or competitive intern, for the first year of the program. The FTE needed should decrease significantly in subsequent years – potentially to as little as 10-15% - as the Program components are tweaked to work best on your campus.



Many campuses have offered competitive internships to graduate students to run and coordinate their ambassador programs. Whether staff or student, the individual coordinating the ambassador program should have the skillset to work directly with college students; student, staff, and faculty volunteers; provide training; effectively communicate with campus community members; and plan small and large campus events.

**ASIDE FROM STAFF COSTS, OTHER EXPENSES ASSOCIATED WITH THE PROGRAM MAY INCLUDE:**

- \$450 stipend for policy ambassadors per semester (\$300 per quarter). If you recruited six Ambassadors that would equal roughly \$5,400 per year (can be substituted with class credits).
- Ambassador t-shirts ~ \$150
- Poster, banner, and educational materials for outreach events ~ \$500
- Printing materials for campus rounds and 30 People Campaign kit ~ \$350
- Paid social media advertising for volunteer recruitment and event promotion ~ \$500
- Total Yearly Estimate ~ \$4,500.

As was previously discussed, many, but not all, ambassador programs have been coordinated by Student Health Centers. These programs have also been successful when coordinated by Environmental Health and Safety, Nursing, Respiratory Therapy, and Health Sciences Programs, among others. No matter the department, position, or budget your campus has to offer, the hope is this guide will offer helpful, ready-to-use materials that can be used to promote the STF policy and increase policy compliance on your campus.

**Program Timeline**

April	Collect Baseline Data
May	Recruit Ambassadors for Next Year
Aug/Sept	Train Ambassadors (1 training/week for 4 weeks)
Sept/Oct	Ambassadors conduct campus rounds
Oct	Ambassadors recruit and train 30 People Campaign volunteers
Nov	30 People Campaign starts first week of Nov and ends on GAS
	Ambassadors prepare/host GAS event
Dec	Ambassadors conduct campus rounds
Jan/Feb	Ambassadors recruit and train 30 People Campaign volunteers
Feb/Mar	30 People Campaign starts last week of Feb, ends first week of March
Mar	Ambassadors conduct campus rounds
April	Ambassadors prepare/host cigarette & tobacco waste cleanup event
	Ambassadors prepare/host table for Earth Week
May	Recruit Ambassadors for Next Year
	Share Results with President’s Cabinet
	End of the Year Celebration



# Data Collection

Data collection is an important component of ambassador programs. Pre/post data provide guidance on the problem tobacco use on campus (e.g., where are people using tobacco), the impact of the ambassador program on compliance, and the efficacy of your approach. It is recommended that two types of data are collected: observation data and self-efficacy data. Observation data shows how successful the ambassador program is at increasing policy compliance on campus (outcome data). Self-efficacy data inform how well ambassadors and volunteers are being trained and engaged (process data).

## Collected observation data will be used to:

- Show the need for the ambassador program – convince administration to provide staff support and funding.
- Show the success of the program – convince administration to continue to support your program.
- Set goals for the program.
- Celebrate the program.
- Send to CYAN as part of a larger research project looking at successful compliance practices.
- Share with campus police and the facilities department to help with signage. For example, if large quantities of tobacco litter is found in one area on campus, facilities can place permanent signage in that location.
- Make adjustments to your program. For example, you can track hot spots and send your ambassadors to hot spots even as they move around.

## Self-efficacy data will be collected to:

- Make adjustments to the program. For example, the training curriculum may need to be modified if the ambassadors and volunteers have low self-efficacy scores.
- Establish the connection between the training and support provided to ambassadors and the increased policy compliance on campus.

## Observation Data

Two different data collection forms will be used to collect observation data. The first is the **rounds report**. Policy ambassadors record their observations during campus rounds on the rounds report form. Data recorded on the rounds report can be used to track tobacco use hot spots and modify ambassador's routes to visit those areas more frequently. The reports can also be used to compare the numbers of people seen smoking or vaping from each year so that you can track the success of your program. A rounds report template is included in the Campus Rounds section of this toolkit.

The second type of data to collect is **tobacco waste counts**. The number of tobacco waste littered on campus grounds acts as a proxy for policy compliance and is another indicator of how well your program and policy are doing. Tobacco waste includes: cigarette butts, packaging, juul pods, etc. There are two recommended options in collecting these counts: (1) the more resource-heavy option of conducting a one-hour tobacco waste pick-up event on campus, and (2) the resource-light option of 10-minute waste counts in several hot spot locations around campus.

It is important to collect data before ambassador program activities begin to serve as a baseline to compare with post-program results. If baseline data are not collected, there will be no data to compare results to, and thus, will not be able to determine if the ambassador program had any impact or success.

It is recommended colleges collect baseline data the Spring before the Ambassador Program starts. Since you will not have the help of ambassadors at that time, campuses are encouraged to use the 10-minute protocol to collect baseline data. Or, if working through or in partnership with the Student Health Center, peer health educators may be able to conduct a cigarette butt count. As the ambassador program develops, butt counts can be used from a campus-wide cigarette butt pickup event, which will be conducted in the Spring, corresponding with Earth Day, to evaluate your success.



This Toolkit includes a cigarette butt count tool that records the number of butts collected per volunteer per minute. By calculating butts with this method, campuses can compare the average number of butts collected by volunteers regardless of length of time of the collection or number of volunteers. No matter which option is chosen, it is important campuses collect the data in the exact same way in which you collected your baseline data – so that the results will be comparable with each other. You will not be able to compare the 10-minute protocol counts with the Cigarette Butt Pickup Event results. During the first year of the program, you should conduct both the 10-minute protocol and the Cigarette Butt Pickup Event. You can transition to only conducting the pickup events in the second year of your program. You need to conduct the 10-minute protocol because you will need that data to compare to your baseline data so that you can know if your program has been successful in its first year. You will also want to conduct Cigarette Butt Pickup Events because it is a fantastic way to engage the wider campus community in policy work and it provides a more complete picture of how your campus is doing in terms of policy compliance. Starting in the second year of your program, you can switch to only conducting the Cigarette Butt Pickup Events and will no longer need to collect the 10-minute protocol data.

### Data Collection Timeline for First and Second Year of the Program

Spring Semester	10-Minute Protocol	Cigarette & Tobacco Waste Pickup Event
Year before your program starts	☐	
1st year of the program	☐	☐
2nd (and subsequent) years of the program		☐

### Self-Efficacy Data

A Self-Efficacy Survey can be distributed to policy ambassadors and short-term volunteers (i.e., 30 People Campaign volunteers) after they have been trained. The survey measures their own perceptions of efficacy and their readiness to talk to others on campus about the policy. The collected results can be used to adjust program training content or approach and to provide additional training or support should volunteers feel inadequately prepared.



#### Data Collection Tools

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# Ambassador Recruitment

The task of approaching and informing STF policy ambassadors may seem overwhelming and intimidating to many. Thus, a good policy ambassador must be passionate about creating a healthy campus community. The core group of ambassadors will be the leaders and the face of the smoke and tobacco-free policy on campus. With this in mind, they are not an anti-smoking organization and will not tell people to quit smoking, only that they cannot smoke on campus. Ambassadors are not police officers or cessation counselors and do not debate the pros and cons of smoking and health.



Ambassador program staff needs to be selective in recruiting the core group of ambassadors since they will be the leaders and, essentially, key advocates of the policy on campus. Skills of recruited ambassadors include the ability to communicate effectively, be firm but compassionate, friendly, trustworthy, able to multi-task, work well with others, pay attention to detail, and take initiative in order to coordinate a campus event and recruit volunteers. Therefore, recruiting students with leadership experience will ensure they have the capacity to manage the program components and at the same time, allow ambassadors increased leadership opportunities.

## **Characteristics of Student Ambassadors**

Be selective in recruiting your group of core ambassadors as the goal is to give them responsibility of running as much of the program as you can. This will include, advertising and recruiting students, staff, and faculty to be 30 People Campaign volunteers; so they will need to be comfortable speaking in front of large groups as well as speaking directly with staff and faculty. They will also be organizing, planning, and running three large campus events per year: the Great American Smokeout, the Tobacco Waste Pickup Event, and the Earth Day event. Therefore, they will need excellent organizational and planning skills, as well as the ability to create and use small budgets. Finally, Ambassadors will be approaching and talking with tobacco users many times throughout the year. They will need to be patient, friendly, outgoing, and be willing to engage in uncomfortable conversations. Consider the communities you are reaching and the communities your ambassadors may interact with throughout their time as an ambassador.

## **Prior to Recruiting Ambassadors**

Before recruitment begins, the campus needs to determine how many ambassadors are needed and if funding or other incentives (e.g., course credit, etc.) are available for these students. Program staff can develop a position description (or use the one included in this Toolkit) and an application. Once the logistics have been finalized, recruitment can begin.

## **Ambassador Recruitment**

To ensure widespread recruitment efforts, it is important to advertise the position through a variety of channels including: social media, printed flyers/ads, and posts on job boards/listservs.

Recruitment can also be done at tabling events and in-class presentations to students who may be most interested in being involved in the ambassador program. These include specific majors and/or departments, such as: Communication Studies, Environmental Science and Policy, Health Science/Community Health, Public Health, Public Policy and Administration,

Psychology, Nursing, Respiratory Therapy, and School Health.

If possible, begin recruitment of ambassadors during the Spring quarter/semester so training can begin at the end of summer/beginning of the next academic year. This is important because the first set of campus rounds should take place early in the academic year and the first 30 People Campaign and the Great American Smokeout happen in November, which does not allow much time to prepare. The coordinator of the Ambassador Program will need to provide the students more support for the Great American Smokeout, but as the year progresses and the ambassadors become more emboldened in their roles, they should be able to take more of a leadership role for the Earth Day outreach event that will happen in the Spring.

A selection of tools are included to assist with ambassador recruitment such as volunteer responsibilities, an application, and interview questions that can be used to assess top candidates.



### **Ambassador Recruitment Tools**

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# Ambassador Training

The core group of student ambassadors are tasked with a number of activities from recruiting volunteers, coordinating tobacco prevention and treatment outreach events, and conducting campus rounds. Each of these activities require a strong knowledge of tobacco control principles as well as a unique skillset to engage campus community members, approach tobacco users, and promote the STF policy. As such, it's important policy ambassadors receive comprehensive training early in the academic year. Consider bringing in guest speakers to assist with these trainings as needed and to provide new insight to the ambassadors.

## **It is recommended core ambassadors receive training in the following areas:**

### **1. TOBACCO PRODUCTS AND TOBACCO USE PREVALENCE**

Outcome: Ambassadors are knowledgeable on the types of products that may be used on (and off) campus, can recognize one when they see one, and understand the scope of the problem of tobacco use and addiction.

### **2. NICOTINE ADDICTION AND TOBACCO TREATMENT BASICS**

Outcome: Students have an understanding of nicotine addiction, stages of change, resources for supporting quit attempts.

### **3. THE STF POLICY**

Outcome: Ambassadors are confident in their knowledge and ability to share the campus' STF policy, including which products are covered under the policy and exactly where the campus boundaries are.

### **4. STF POLICY RATIONALE**

Outcome: Students can articulate the benefits of the policy, why there are no designated areas on campus, and why the policy includes alternative tobacco products such as vapes.

### **5. MOTIVATIONAL INTERVIEWING TECHNIQUES**

Outcome: Ambassadors are familiar with motivational interviewing and have the skills needed to be able to talk to tobacco users and motivate quit attempts

### **6. SCRIPTING PRACTICE AND ROLE-PLAY**

Outcome: Students have skill-set and confidence to approach policy violators and inform them of the STF policy.

### **7. THE 30 PEOPLE CAMPAIGN**

Outcome: Core ambassadors have an understanding of all aspects of the Campaign including outcomes, timelines, and their responsibilities.

### **8. OUTREACH EVENTS**

Outcome: Students and staff identify and plan 2-3 outreach events for the academic year. Plans for each outreach event is developed along with timeline and roles/responsibilities for each ambassador.

### **9. DATA COLLECTION**

Outcome: Ambassadors can articulate the importance of data collection and how to use the results, know how to collect data, and create a timeline and protocol for collecting the data.

It is recommended ambassadors receive training in all these areas; however, recognize it may be difficult to do so. Therefore, the following outline is included to provide further guidance on which content is most important to review, the length of each training; order of the trainings; and additional details on what content should be covered in the trainings.

## Preparing Ambassadors

*Important to complete these trainings prior to students conducting rounds.*

### **SMOKE/TOBACCO-FREE POLICY AND RATIONALE (60 MINUTES)**

This combined training should include an overview the campus' STF policy, including which products are covered under the policy and exactly where the campus boundaries are. The second portion of the training should focus on the rationale behind the policy, specifically, the benefits and expected outcomes as well as common FAQs such as why there are no designated areas on campus and why the policy includes alternative tobacco products such as vapes.

### **SCRIPTING PRACTICE AND ROLE-PLAY (60 MINUTES)**

This training should introduce students to scenarios they may experience when approaching policy violators. Ambassadors should be presented with a basic script of content to cover with violators and varying responses to questions or issues that may come up during interaction. Time should be built-in for students to practice the different scenarios and know when to walk away from violators, call for support, and/or encourage quit attempts. If possible, invite Campus Police to this training to provide guidance on approaching individuals violating the policy and responding to challenging scenarios.

## Conducting Activities

*Trainings should be provided before outreach events and 30 Day Campaign begins.*

### **DATA COLLECTION (90 MINUTES)**

This hands-on training should provide an overview of what data needs to be collected throughout the academic year and how to collect the data. Additionally, time should be allocated to discuss the benefits of collecting data and how the data will be used to inform further activities. Ambassadors should receive thorough instructions on conducting rounds and completing rounds report to ensure consistency in data collection prior to campus rounds beginning.

### **CAMPUS ENGAGEMENT (3-4 HOURS)**

This half-day training will include a mix of presentations and brainstorming on engaging campus community members on STF topics. The first part of the training should focus on how to engage students, faculty, and staff through outreach events such as the Great American Smokeout and Earth Day. Group brainstorming should be done to identify other outreach event opportunities, discuss specific details of the events (e.g., what items are distributed, when will the event occur, where, etc.) and ambassadors' roles in each event.

The second part of the training will focus on the 30 People Campaign. Ambassadors will need an overview of the Campaign and all major components. After the initial presentation, students will need to discuss their role in each of the campaigns and be provided with a specific skill-set to ensure they are successful. For example, students will be responsible for coordinating volunteers will need to have a clear understanding of coordinating and communicating with individuals and tracking progress whereas those working on recruitment may need training on development recruitment materials and outreach.





## Optional Trainings

*While optional, these trainings will provide tobacco prevention and treatment information to students which will strengthen their role as ambassadors on campus.*

### TOBACCO PRODUCTS AND TOBACCO USE PREVALENCE (60-90 MINUTES)

This first part of this training should include an overview of all tobacco products that may be used on campus including combustible tobacco, smokeless tobacco, electronic smoking devices (i.e., e-cigarettes), and products that can be used to smoke marijuana, such as blunt wrappers. The second component of the training should focus on tobacco use behaviors of different populations with a specific focus on type of use and health inequities.

### NICOTINE ADDICTION AND TOBACCO TREATMENT BASICS (90-120 MINUTES)

Quitting tobacco is the single most important thing a tobacco user can do to improve their health. It is also one of the hardest things for an addicted user to do. This training should focus on behavioral and physiological addiction to nicotine as well as the process an individual goes through in attempting to quit tobacco (stages of change). Additionally, this session should include an overview of the Clinical Practice Guidelines for tobacco treatment, training on brief interventions, and an overview of available resources.

### MOTIVATIONAL INTERVIEWING TECHNIQUES (60 MINUTES)

The Motivational Intervention (MI) should cover an overview of the MI techniques and how it can be used to educate policy violators about the policy and available quit resources. The training should include time for ambassadors to practice using MI techniques. *This training can be combined with the Nicotine Addiction and Tobacco Treatment Basics training. If combined, it is recommended the training be scheduled for 2.5-3 hours.*



### Materials for Trainings

For more information or to request an in-person or web-based training from CYAN, please email [info@cyanonline.org](mailto:info@cyanonline.org) or call (916) 339-3424 x25



# Ambassador Activities

Once ambassadors are recruited and trained, they will be tasked with three key responsibilities throughout the academic year: (1) conduct campus rounds and inform policy violators of the policy; (2) recruit and coordinate volunteers to participate in a 30 People Campaign; and (3) conduct outreach events on campus to increase awareness of the policy and general tobacco issues.

## 30 People Campaigns

The 30 People Campaign consists of recruiting 30 volunteers from the campus community to help promote the policy by approaching and speaking with individuals that they see using tobacco on campus. Importantly, staff and faculty are recruited, in addition to students. Recruiting staff and faculty is important because students typically feel extremely uncomfortable approaching staff or faculty policy violators, so your staff and faculty volunteers can pay special attention to any other staff or faculty that may be violating the policy. In addition, having staff and faculty volunteers promotes the idea that the STF policy is important to the entire campus community and is not only targeted at students.

Upon registering as a volunteer, participants will receive a “volunteer kit” that may include a t-shirt or vest branded with the policy (if your campus can afford to purchase these), a policy promoter button branded with the campus policy, an “I am a participant” poster for their office or workspace, a report form, instruction sheet, list of frequently asked questions about the policy, and a stack of policy reminder cards. Volunteers will also receive a brief training on how to approach individuals that they see using tobacco on campus (hosted by the core group of policy ambassadors).

Volunteers are asked to wear their t-shirt or vest (if your campus has the funds to purchase these) on Mondays and Thursdays as well as their lanyard and policy promoter button everyday. They are asked to carry the policy reminder cards and tracking forms with them on campus as often as possible, and to approach any individuals that they see using tobacco on campus during the entire two weeks of the campaign.

It is recommended policy ambassadors coordinate the 30 People Campaign twice per year; once in November in the weeks prior to the Great American Smokeout, and then again in late February or early March. The Ambassador’s goal will be to recruit an equal number of students, faculty, and staff to participate (as equal as they can get). Each volunteer will be provided with a 30 People Campaign Volunteer Kit as well as a short training that can be offered in person, by live stream, and/or recording. These volunteers can be students, faculty, and staff. Volunteers will be asked to participate in educating campus community members for a two-week time period

### MAJOR COMPONENTS OF THE CAMPAIGN INCLUDE:

- Developing a campaign name, goals, timeline with start and end dates, and a recruitment plan.
- Creation and compilation of a 30 People Campaign Volunteer Kit.
- Creation of a registration system for volunteers to enroll.
- Recruit participants by posting flyers, posters, disseminating emails, conducting in-class presentations and developing and posting Facebook Ads.
- Dissemination of a brief in-person training that is also live streamed and recorded (Facebook works well).
- Consideration of granting professional development credits for faculty participation.
- The Fall Campaign will begin two weeks prior to the Great American Smokeout. The Spring Campaign is more flexible and can be started/ended whenever works best for the Ambassadors.
- The Great American Smokeout will double as a post-campaign celebration. Be sure to have your volunteers stop by your table and provide them with a thank you gift. The Ambassadors will need to develop a post-campaign celebration for the Spring Campaign.



Policy ambassadors should have the opportunity to lead and run the entire Campaign, with support from campus staff. Staff can work with campus ambassadors to assess their strengths and identify which aspect of the Campaign they are interested in leading. For example, two ambassadors may be charged with developing all materials for the campaign, two ambassadors will be responsible for leading volunteer outreach and recruitment, and two ambassadors will coordinate volunteers during the rounds period. In order to ensure the campaigns are successful, it's important ambassadors create a comprehensive timeline detailing who is responsible for which activity and when activities will be complete.



### Materials for 30 People Campaign

30 People Campaign Volunteer Kit . . . . .	35
30 People Campaign Registration. . . . .	36
Volunteer Recruitment Email. . . . .	37
30 People Campaign Participant Instruction Sheet. . . . .	38
30 People Campaign Poster . . . . .	39
30 People Campaign Volunteer Tracking Form. . . . .	40
30 People Campaign FAQs . . . . .	41

### Outreach Events

Outreach events are important for increasing policy compliance on campus. These events inform people about the policy, make them aware of quit services that are available to them, encourage quit attempts, and promote the STF Ambassador Program and the great work that many are doing to make the campus healthier.

### THERE ARE MANY OPPORTUNITIES TO HOST OUTREACH AND TABLING EVENTS ON CAMPUS THROUGHOUT THE ACADEMIC YEAR. SOME POPULAR TIMES ARE:

- Rush Week (beginning of the Fall Semester or Quarter)
- Halloween (October 31st)
- Veterans Day (November 11th)
- Great American Smokeout (third Thursday of each November)
- New Years (January 1st)
- Kick Butts Day (in March each year)
- Earth Day (April 22nd)
- World No Tobacco Day (in May each year)

CYAN is committed to providing resources and support for any type of California college or university campus event that educates the community about the harms of tobacco, encourage tobacco quit, and/or promotes the STF policy. All year long, CYAN offers free printed educational materials including postcards, flyers, posters, fact cards, quit cards, quit kits, as well as social media posts and digital ads. These resources can be ordered at no cost anytime by visiting: [catobaccofreecolleges.org/products](http://catobaccofreecolleges.org/products). Additionally, military and Veteran-specific resources are available on the website, including quit kits, that can be used for military-focused events held on campus (i.e., Veterans Day) or to distribute to Student Veterans Centers.

## THE GREAT AMERICAN SMOKEOUT

On the third Thursday of every November, an annual smoking intervention known as the Great American Smokeout takes place around the nation. This idea was first adopted by the American Cancer Society (ACS) in 1976 with the ultimate goal of having smokers across the nation take part in this event where they quit smoking just for that day or as part of a plan to quit at a later date.

The Great American Smokeout marks the end of your first 30 People Campaign and is a fantastic way to celebrate Campaign success and thank volunteers. Encourage volunteers to stop by the Great American Smokeout event to receive their thank you gift and offer their feedback on their experience by completing a brief evaluation. Great American Smokeout events are also a great time to recruit volunteers for the next 30 People Campaign in the Spring, promote the STF ambassador program, and increase awareness about the campuses' STF policy.

Each year, CYAN offers all California colleges and universities Great American Smokeout support including: an event turnkey kit with activity ideas, free print educational materials, social media support to promote campus events, and quit kits to distribute to students, staff, and faculty to encourage behavior change. More information about the Great American Smokeout and how to receive support at [catobaccofreecolleges.org](http://catobaccofreecolleges.org).

## EARTH DAY

Earth Day, held on April 22, offers campuses an opportunity to expand tobacco prevention messaging beyond the health impacts of use and focus on how tobacco use impacts the environment. This day serves as a great time for public health advocates to recruit additional allies from environmental and sustainability groups. Millennials and Generation Zers may be especially sensitive to environmental messaging – often resonating more so than with health messaging. A destructive relationship exists between tobacco production, consumption, and the environment; however, few people are aware of the devastating impacts that tobacco has on the environment.

The weeks leading up to Earth Day are an excellent time to collect the yearly observational and cigarette butt count data. Campus-wide tobacco waste pick-up events are a great way to engage the entire campus community and to recruit environmentally-minded allies to help support the STF policy. Be sure to find large, clear, smell-proof containers to put the butts in and these can make an eye-catching display on your Earth Day table.

Similar to the Great American Smokeout, CYAN offers all California colleges and universities Earth Day Event support including: an event turnkey kit with event ideas, free print and electronic educational materials, tobacco waste pickup kits, social media support to promote campus events, and other materials to increase knowledge and change behaviors among students, staff, and faculty. More information on Earth Day is available at [catobaccofreecolleges.org](http://catobaccofreecolleges.org).

## Campus Rounds

Campus rounds are one of the original, foundational pieces of STF policy ambassador programs. Traditionally, rounds involve students walking throughout campus to find STF policy violators and inform them of the policy. The primary goal of these rounds is to inform violators of the policy so they will no longer use tobacco on campus. A secondary goal is to share tobacco treatment resources in hopes the tobacco user is ready to quit using tobacco.

Through the CYAN Policy Ambassador Program, it is recommended policy ambassadors conduct campus rounds, three times per year, during the first full month of the academic year, December, and March. Rounds can be conducted over a 2-3 week time period, or longer depending on your campus's needs. Although conducting rounds can be intimidating, it is an integral part of the overall Ambassador Program. Rounds provide ambassadors with the opportunity to be out on campus, promoting the policy, and interacting with tobacco users.



You can order CYAN's free materials anytime by visiting:  
[CATobaccoFreeColleges.org/products](http://CATobaccoFreeColleges.org/products)  
OR email the Material Request Form from Page 44

The recommendations that come out of the research are nearly entirely regarding what to do and what not to do during campus rounds.

### **AMBASSADORS SHOULD:**

- Wear something to identify themselves as ambassadors (a vest could be a good option since it can go over the student's regular clothes).
- Conduct rounds in pairs or groups, rather than alone.
- Have a strong understanding of the policy and the campus boundaries.
- Use a friendly, non-judgmental approach.
- Be prepared for some negative interactions.
- Meet as a group periodically to debrief and strategize about hot spots, individuals, and/or approaches.

### **AMBASSADORS SHOULD NOT:**

- Argue with anyone.
- Approach someone that looks angry.
- Conduct rounds alone.
- Conduct rounds without wearing something that identifies them as an ambassador.
- Conduct rounds without an understanding of the policy or the campus boundaries.

Conducting campus rounds is a tough job, and ambassadors will need a lot of training, practice, and personal support. They should be prepared to have some negative interactions with people. They need the opportunity to practice having conversations with their peers before going out on campus rounds. And, they must have meetings on a regular basis to talk about their experiences and get feedback from their peers and supervisor(s) on their approach. At times they may feel like they are not making a difference – which is why it is important to collect baseline and follow-up data so they can see they are making a difference, and can celebrate successes as a program.

## **Campus Examples and Lessons Learned**

San Francisco State University was noticing that their policy ambassadors were facing many short and somewhat negative interactions with policy violators and, as a result, they were having little success in referring people to the tobacco treatment services available on campus. SF State decided to take a different approach; instead of focusing on the policy and policy enforcement they decided, instead, to focus on referring people to tobacco treatment. Ambassadors measured program success by the number of tobacco treatment resources they were able to give to people they saw using tobacco on campus. SF State developed a Likert Scale of Openness to Education, Awareness, and Referral (included in the materials section below). The Scale helps ambassadors read the body language of individuals they approach in order to tailor their approach, so that the conversation can become more open and accepting, rather than closed off.

UC Davis was having trouble with their ambassadors approaching the same individuals over and over again so they modified their routes to allow ambassadors to visit different areas of campus at different times. By making this change, they were able to connect with more people and avoid the disheartening feeling of seeing people run or walk away when they see the Ambassador approaching.

## **Campus Rounds Materials**

In order to prepare for campus rounds, there are a few things that each campus will need to create:

### **1. T-SHIRTS OR VESTS**

Visibility is very important when it comes to campus rounds. Campuses should print their own ambassador t-shirts, vests, and/or lanyards, using their own campus branding. Ambassadors should wear the t-shirt or vest and/or lanyard each time they conduct campus rounds, as well as at outreach events.





## 2. CAMPUS MAP/ ROUNDS ROUTES

Use the information you gathered during the previous Spring to develop a routes map for ambassadors, that hits all the smoking hot spots. Ensure ambassadors understand exactly where the campus boundaries are so they do not approach anyone that is not actually violating the policy off campus and so that they can provide directions to people that ask where they can go to smoke or use tobacco.

## 3. POLICY REMINDER CARDS

Policy reminder cards, often the size of a business card, have the STF policy on one side and tobacco treatment services on the other. These cards are an important part of policy promotion. The cards provide ambassadors with an important tool to keep the conversation short and to-the-point when needed. If the individual does not want to engage in conversation, speaks a different language, or is confused, being able to hand them a card, thank them for their time, and walk away is a nice alternative for ambassadors to have. These cards are also great for:

- 30 People/30 Day Campaign Volunteers
- Campus Police
- Residential Advisors
- Anyone else that wants to help educate individuals on the policy

If your campus does not offer tobacco treatment services, the California Smokers Helpline (1-800-NOBUTTS) is an excellent, free resource, for all Californians.

## 4. OTHER TOBACCO TREATMENT RESOURCES

When ambassadors approach an individual that is willing to talk with them, it is important to have printed materials to offer that outline available tobacco treatment resources. The California Smokers Helpline offers free printed brochures and handouts on their website at nobutts.org.

## 5. ROUNDS REPORT

Ambassadors use the rounds report to record what they observed, how many individuals they approached, what the interaction was like, and any issues they experienced. One rounds report should be completed each time a team goes out on campus. These reports are important adjusting rounds, providing support to ambassadors, and tracking impact of the program.



### Materials for Campus Rounds

Talking to People About the Tobacco-Free Policy on Campus . . . . .	46
Scale of Openness to Education, Awareness & Referral . . . . .	49
Rounds Report. . . . .	50
Policy Reminder Cards. . . . .	51
Weekly Debrief . . . . .	52

## Adding an Air of Authority

One common challenge shared by ambassadors is they have no real authority to enforce the STF policy. In order to address this, several California campuses have had success creating partnerships with either campus police, campus fire safety, or the Office of Student Affairs. Having a uniformed person of authority conduct rounds along with the ambassadors from time to time, gives the ambassadors an air of authority that sticks with them, even when the person in uniform is no longer with them. This shows violators that law enforcement is engaged in policy compliance efforts, while also helping the law enforcement to see the status of the problem on campus. Whether it is with law enforcement or campus departmental staff/faculty, partnering with additional college allies can give the opportunity for ambassadors to develop relationships with people on campus that will help them in their efforts.

### BELOW IS A LIST OF POTENTIAL PARTNERSHIPS THAT CAN BE FORGED TO COMPLIMENT YOUR AMBASSADOR PROGRAM:

- Police Personnel
- High-level Campus Administration
- Office of Student Affairs
- Human Resources
- Fire & Safety Personnel

One thing to consider is who on your campus has authority at nighttime? Programs may want to consider partnering with people on campus who do night work as well. No matter who you partner with, it is important they wear a uniform or a polo shirt with a campus-logo on it, so that they are easily recognizable as a person of authority.





# Tools You Can Use



## Data Collection

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## Ambassador Recruitment

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## Materials for 30 People Campaign

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- 30 People Campaign Registration ..... 36
- Volunteer Recruitment Email..... 37
- 30 People Campaign Participant Instruction Sheet ..... 38
- 30 People Campaign Poster ..... 39
- 30 People Campaign Volunteer Tracking Form ..... 40
- 30 People Campaign FAQs ..... 41
- 30 People Campaign Training Slides ..... 42



## Materials for Outreach Events

- Education Materials Order Form..... 44



## Materials for Campus Rounds

- Talking to People About the Tobacco-Free Policy on Campus ..... 46
- Scale of Openness to Education, Awareness & Referral ..... 49
- Rounds Report..... 50
- Policy Reminder Cards..... 51
- Weekly Debrief ..... 52



# 10-Minute Protocol

If you are unable to organize a waste pick-up event on campus, please conduct a 10-minute tobacco waste count in at least four different locations on campus including the front of your main campus library. You may pick up the waste (if you have gloves on) or just count them. Please use a timer and only count waste for ten minutes. Please note the number of individuals who assist you with the count (it's okay if it's just one person), the total number of tobacco waste counted, and the date. If this is your follow-up data (not baseline), please choose the same locations that you visited in the previous year. If new hot spots have emerged, add those as additional locations.

University/College: \_\_\_\_\_

Project Contact/Email: \_\_\_\_\_

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ End Time: \_\_\_\_\_



Locations where waste was collected or counted (Choose at least 4 more locations)	Was this location included in last year's count? (y/n)	# Helpers in each location	# Waste collected	# Individuals observed vaping or smoking
Main Library				
<b>Totals</b>				

Please return this form to CYAN [info@cyanonline.org](mailto:info@cyanonline.org). Thank you!!

# CIGARETTE & TOBACCO WASTE PICK UP PROTOCOL

PAGE 1 OF 4

## PROCEDURE

1. Determine the day and time the cleanup will be conducted. Many clean ups last one hour, but can be shortened if needed.
2. At least two weeks prior to the event, contact campus facilities and request that they not pick up tobacco waste for one week prior to your event.
3. Determine what will be done with the collected waste. Consider displaying the collected tobacco waste in a clear container to bring attention to the issue, educate the community on tobacco and the environment, and to promote your program and the campus policy. Remember, tobacco waste is toxic waste and extremely smelly. Whatever container you use, be sure it can contain the odor of the waste.
4. Divide the campus into sections and assign students to different zones to efficiently clean the area. Cleaning the entire campus may not be feasible; choosing focus areas may be necessary for smaller groups.
5. Send students out in pairs or small groups with one student taking a tally of each waste while another picks the waste up.
6. Ask students to also keep a record of the number of individuals that they observe smoking or vaping during the event.
7. Give each pair of students gloves, a ziploc bag, and a permanent marker. Have them write the total number of waste collected, people smoking, and people vaping, on the bag with the marker.
8. Assign one or two students to be the photographer. Post pictures and results to social media channels.

**9. FILL OUT THE DATA COLLECTION FORM AND RETURN IT TO CYAN:  
INFO@CYANONLINE.ORG**



# CIGARETTE & TOBACCO WASTE PICK UP PROTOCOL

## PAGE 2 OF 4

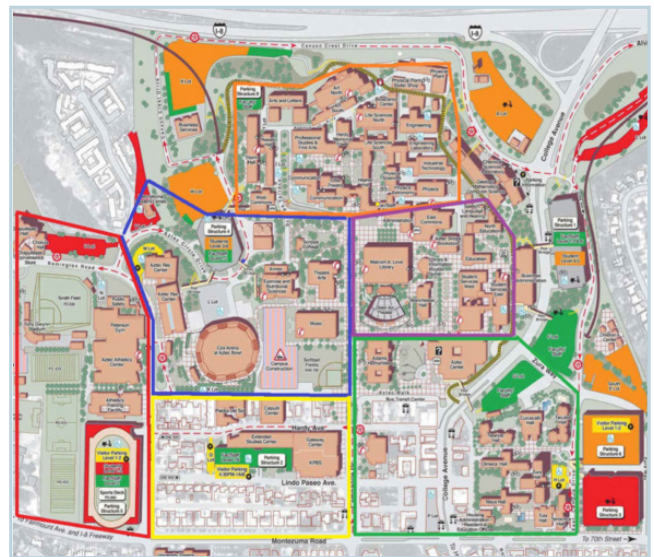
Tobacco Waste Pickups are a great way to engage young people in policy advocacy on campus. You can also use this data to evaluate the effectiveness of your smoke or tobacco-free policy on campus. Use the same procedure each time you conduct this event so that you can compare your results to previous years.

### Materials Needed

- Large mason jar or other smell-proof container in which to keep the waste
- Plastic/latex gloves and hand sanitizer
- Clipboard with paper and pen for each zone
- Permanent markers
- Gallon-size ziploc bags
- Campus maps marked with zones (if you have a large group of volunteers) or focus areas (if you have a small group)
- Camera or cell phones

### Tips And Things To Remember

- Working with campus facilities/maintenance is important to getting an accurate picture of how many people are continuing to smoke on campus.
- Tobacco waste is toxic and smelly. You will not want to recount the waste. Having one student in charge of keeping a tally while another one picks up the waste will help with keeping an accurate count.
- Tobacco waste includes: tips from little cigars, cigarillo wrappers, e-cigarettes devices, wrappers, and pods, packaging, etc.
- Use the time to educate your volunteers about your work and what you're hoping to achieve (e.g., a tobacco-free campus). Volunteers can also collect petition signatures, letters of support, or pictures and stories of how tobacco use on campus affect them and their friends.



Cigarette & Tobacco  
Waste Pick-up  
**Event Protocol**



**CIGARETTE & TOBACCO WASTE PICK UP  
PROTOCOL**

PAGE 3 OF 4

**Data Collection Form**

University/College: \_\_\_\_\_

Project Contact/Email: \_\_\_\_\_

Did Maintenance Stop Collecting Tobacco Waste on Campus Prior to Event? Yes / No

If yes, for how long did maintenance agree to stop collecting waste? (circle one)

1 week (recommended) / Less than 1 week / more than 1 wk

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ End Time: \_\_\_\_\_



Locations where waste was collected or counted	Was location included in last year's count? (y/n)	Minutes Spent in each Location	# Helpers in each location	# Waste collected	# Individuals observed vaping or smoking
<b>Totals</b>					

Please return this form to CYAN [info@cyanonline.org](mailto:info@cyanonline.org). Thank you!!

# TOBACCO WASTE PICK UP PROTOCOL

PAGE 4 OF 4

## Sample Volunteer Directions

# Group # 6 Map Grid Color: RED

### AFTER ARRIVING:

- Check in at the table
- Sign a waiver of liability form and group form.
- If you are a student attending for EXTRA CREDIT, make sure sign in on your corresponding class list. At the end of the event, there will be a sign out sheet for your specific class

### ITEMS YOU WILL GATHER

- T-shirt
- 3 individual gloves
- 1 plastic Ziploc bag
- 1 permanent marker
- Campus map

### AT AROUND 9:50 AM

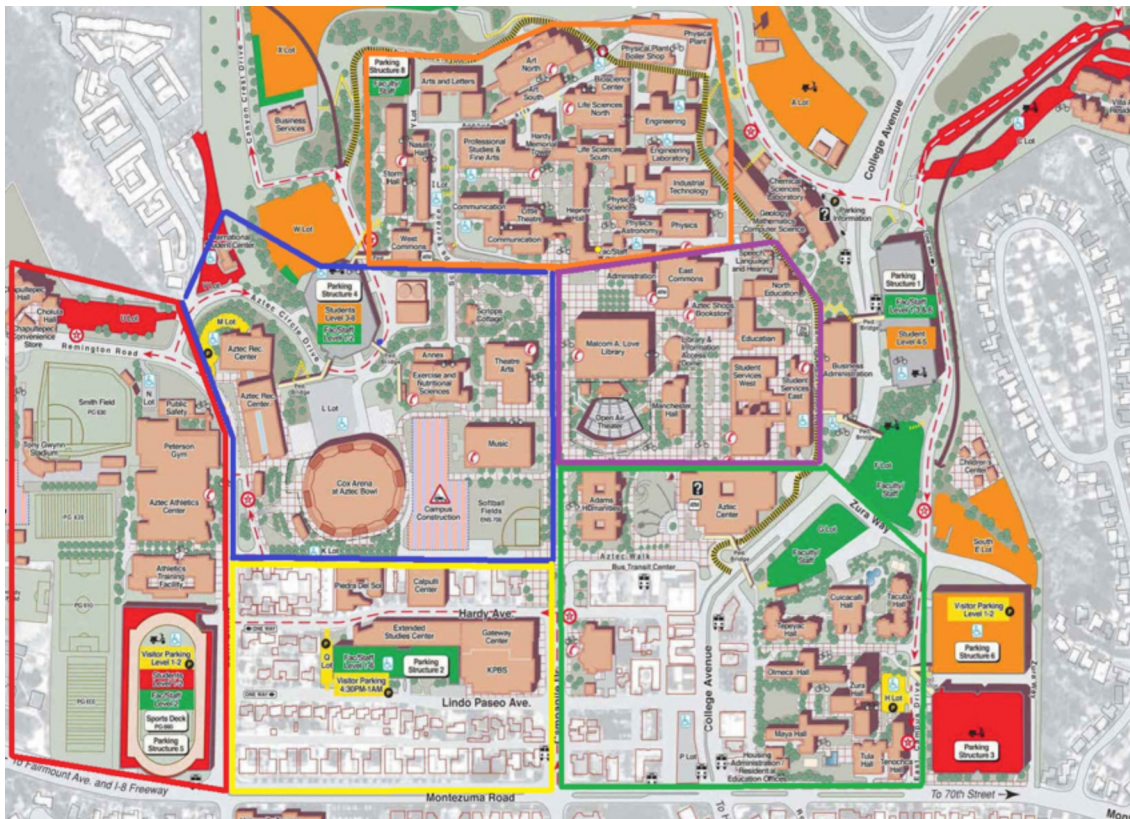
Event organizers will kick off the event with a word of thanks to all volunteers

### AT 10:00 AM - EVENT WILL KICK OFF AND LAST FOR 1 HOUR TILL 11:00 AM.

- Please stay in your assigned area which can be found on the map
- Please count EVERY TOBACCO WASTE ITEM, AS YOU CLEAN THEM UP
- Please write the number of waste that you collected on the outside of the Ziploc bag

### AT 11:00 AM

Event organizers will close the event with information and thank the participants



We thank you for your help!  
Visit our booth where we will display all the waste that was collected.



# Self Efficacy Assessment

You can use this assessment for both your 30 People Campaign volunteers and your Policy Ambassadors (before they begin conducting campus rounds).

**Please indicate your level of confidence in conducting the following activities:**

	Not at All Confident	A Little Confident	Confident	Pretty Confident	Very Confident
Verbalizing the campus STF policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaching a tobacco user you observe violating the campus policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handing a tobacco user a policy reminder card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wearing your ambassador gear around campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing at least one tobacco treatment resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about the rationale behind the STF policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## POSITION DESCRIPTION: **Smoke and Tobacco-Free Ambassador**

Position Title: Smoke and Tobacco-Free Ambassador

Compensation: \$450 per semester

Time Commitment: 10-15 hours per week

The University Student Health Center is recruiting students to serve as Smoke/Tobacco-Free Policy Ambassadors. This position requires a 10 month commitment with training starting in the Fall. Students will receive a \$300/quarter (\$450/semester) stipend upon successful completion of at least 10 hours per week.

An Ambassador's primary function is to encourage an environment of compliance of the Smoke/Tobacco-Free Policy through ongoing peer-to-peer interaction, engagement, and education. Ambassadors show leadership, professionalism, compassion and the desire to promote and celebrate a healthier campus. Ambassadors must develop a thorough understanding of the Smoke/Tobacco-Free policy as well as tobacco treatment resources available for students, faculty, and staff.

Ambassadors will be trained to use scripting, a firm, polite, and compassionate approach. Ambassadors will participate in observation, role-play, peer feedback, and continual mentoring as they fine-tune their scripting skills.

### **SMOKE/TOBACCO-FREE AMBASSADORS WILL BE RESPONSIBLE FOR:**

- Conducting campus rounds to inform individuals who are using tobacco on campus of the University's smoke/tobacco-free policy;
- Lead and coordinate a minimum of two outreach events;
- Co-ordinate a campaign to recruit and train volunteers to participate in campus outreach;
- Assist with maintaining social media activities;
- Present policy rationale and data collection findings to campus administrators and community members;
- Participate in data collection activities;
- Regular communication with supervisor and other ambassadors;
- Documenting and reporting activities to supervisor; and
- Attending program meetings and training sessions.

### **PREFERRED MAJORS:**

- Communication Studies
- Environmental Science and Policy
- Health Science/Community Health
- Public Health
- Public Policy and Administration
- Psychology
- School Health

### **ELIGIBILITY REQUIREMENTS:**

- Flexible schedule Monday through Thursday (morning, afternoon and early evening) and some weekends
- Proficiency in Microsoft Office operating systems (e.g. Excel, PowerPoint and Publisher)
- Leadership Experience
- Excellent verbal and non-verbal communication skills
- Willingness to learn new skills



### **NOT REQUIRED, BUT A PLUS:**

- Experience working with diverse communities
- Experience with conflict resolution
- Bilingual

### **PREFERRED CHARACTERISTICS:**

- Passionate about the Smoke and Tobacco Free policy
- Able to communicate (both oral and written) effectively, firm but compassionate, friendly, trustworthy, able to multi-task, works well with others, pays attention to detail, and takes initiative.

### **INCENTIVES:**

- Potential for letters of recommendation
- Networking opportunities
- Leadership and public speaking development opportunities
- Opportunity to gain experience working toward solutions to complex campus concerns
- Be the face of the smoke and tobacco free policy on campus
- Contribute to a positive campus climate
- \$300 stipend each quarter/ \$450 each semester

### **APPLICATION PROCEDURE**

Completed applications can be emailed to (email address). For additional information or questions, please contact (email address).





# AMBASSADOR APPLICATION

Thank you for your interest in this position. Please complete the following questions and submit this application to (email address).

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Email: \_\_\_\_\_

Are you currently, or have you been in the past, a member of a local group or club working on tobacco prevention or health-related issues? If yes, please share the name of the group and area of focus.

What interests you about this position?

What unique assets can you bring to the team?

Describe the skills necessary to communicate with individuals regarding controversial topics.

Please describe any experience you have conducting peer education, peer-to-peer consulting, or other applicable experience.



## INTERVIEW QUESTIONS

1. Tell us a little about yourself. Please include your work experience and education, and how it makes you a good fit for this position.
2. Please share any previous experience you have with campus activities, organizing, or leadership.
3. What motivates you to want to be an Ambassador?
4. How comfortable do you feel approaching an individual that is using tobacco on campus, talking with them about the tobacco-free policy, and providing them with quit tobacco materials?
5. The policy ambassador team will be responsible for planning and coordinating large campus-wide events. Please describe your experience and knowledge of event planning.
6. Policy Ambassadors will be responsible for recruiting additional volunteers to talk to individuals that they see using tobacco on campus. It is very important that Ambassadors are able to recruit staff and faculty to volunteer, as well as students. Describe any experience you have conducting outreach or having conversations with individuals that are in a higher position of authority or are older in age than you are.
7. What professional skill would you improve and why?
8. What are your goals for the future?





# 30 People Campaign

## 30 People Campaign Volunteer Kit

Contents May Include:

1. T-Shirt branded with campus policy
2. Policy promoter button branded with campus policy
3. “I am a participant” poster for office
4. Report Form
5. Instruction Sheet
6. List of FAQ
7. A postcard featuring the smoke-free policy on one side and tobacco treatment resources on the other.



## 30 PEOPLE CAMPAIGN REGISTRATION

1. What is your name?
  
2. What is your email address?
  
3. Are you:
  - a. Faculty
  - b. Staff
  - c. Student
  - d. Administrator
  - e. Other (please specify)
  
4. If you are a student, what is your major?
  
5. How would you like to pick up your 30 People Campaign Volunteer Kit?
  - a. Pick up at Flex Day event (staff and faculty only)
  - b. Leave in my mailbox (staff and faculty only)
  - c. Pick up at Student Health Center
  
6. What is your perception of the prevalence of smoking and vaping on campus from 1 to 5?
  - a. 1 Not a problem
  - b. 2
  - c. 3
  - d. 4
  - e. 5 Major problem on campus



# VOLUNTEER RECRUITMENT EMAIL

Dear Campus Community,

Welcome back to a new school year! As we continue to make improvements in beautifying our campus, a key goal this year is to improve the awareness of our campus smoke-free policy. We are pleased to present a unique opportunity for each of you to be involved and contribute in your own ways: The university's 30 People campaign.

We are looking for 30 volunteers to serve as "smoke-free ambassadors" for two weeks to help educate our campus community that we are a completely smoke-free school. A brief training will be provided on how to educate others, make referrals to those interested in quitting smoking, and how to address those out of compliance of the policy. Your commitment as a volunteer will take approximately 5-8 hours during the duration of the campaign.

Please click on the link below to sign up as a volunteer. We thank you in advance for making our campus a healthier, smoke-free environment.

The 30 People Campaign Team



# 30 People Campaign

## Participant Instruction Sheet

**Purpose:** The purpose of the 30 People Campaign is to educate the campus community about the new smoke-free policy.

**Who:** The team will consist of 30 members with a mixture of students, staff, faculty, and administrators.

**Why:** Smoking is the leading cause of preventable death in our country and second-hand smoke is as harmful as smoking. Our college wants to preserve the health of its students, staff, and faculty. We want our campus community to be the promoters and educators of the policy to minimize the need for formal enforcement and help with compliance during the first few months of school.

**Time Line:** \_\_\_\_\_ [enter timeline]

### Promotional Kit:

T-shirt, policy promoter button, lanyard, smoke-free policy postcards, policy tear-off sheets, instruction sheet, map of campus boundaries. Copy of tracking form for faculty who wish to receive flex credit, "I am a participant" 8 ½ x 11 poster. List of FAQs.

### Responsibility of team members:

1. T-shirts - Wear your smoke-free t-shirt on **Mondays** and **Thursdays**
2. Wear your lanyard and policy promoter button everyday
3. Carry postcards and tear-off sheets with you as often as possible
4. Review the policy and the campus boundaries map carefully
5. For faculty who wish to receive flex credit, fill out tracking form bi-weekly, which will be sent via email
6. Post the "I am a participant poster" in your office
7. Ask others to participate

### Talking to Violators:

If you see ANYONE not complying with the policy, you may do any and/or all of the following:

1. Ask them if they are aware that the campus is a tobacco-free school and answer any questions they may have or direct them to security or the student health center for further explanation.
2. Hand them a postcard with the smoking policy and educate them that our campus is now a tobacco-free school.
3. Explain that the postcard has information about quit tobacco services available on campus.
4. Direct them to the Student Health Center if they are interested in quitting.
5. NEVER feel obligated to confront a student who might be belligerent or abusive. If they are, thank them for listening and walk away.
6. Be as gracious and educational about the process as possible. No need for long lectures or diatribes about the effects of smoking or second-hand smoke.
7. Always express your appreciation when the person is compliant with your directions.
8. Remember to pat yourself on the back for helping with this project.

### Where to go for help:

Student Health Center are your advocates and will always be available to help with any questions or problems.





# I am a Participant

in the **30 People Campaign** to promote our **SMOKE AND TOBACCO-FREE** policy.

I am committed to educating the staff, students and faculty on the policy which covers all areas of campus within campus boundaries, including the parking lots. The policy includes all types of tobacco products, whether smoked, vaped, or chewed, as well as other plant products including marijuana.

Adoption Date: \_\_\_\_\_

I will also make every effort to direct those people who are interested in quitting smoking to the Student Health Center where they will receive counseling on tobacco treatment and information about formal quit tobacco programs.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# VOLUNTEER TRACKING FORM

## Instructions:

Forms will be sent via email and should be completed each week

Name \_\_\_\_\_ Week of \_\_\_\_\_

Department \_\_\_\_\_ Receiving flex credit?  yes  no

	Week one	Week two
Approximately how many smokers did you approach/observe violating the policy?		
Approximately how many tear-off sheets did you give out?		
List any challenges		





# 30 People Campaign FAQs

## 1. When will the official smoke-free policy take effect?

[Enter date]

## 2. Can I smoke in the parking lots?

There is no smoking or vaping anywhere on the campus property.

## 3. I have seen people smoking on campus. Why hasn't anyone said anything to them?

We have many new students this fall. The campus community will be working year round on educating people on the policy. The smoke-free policy applies to everyone.

## 4. How can I help enforce the smoking policy?

Contact the Student Health Center for more information.

## 5. Is smoking allowed in athletic fields?

No.

## 6. Can you help me quit smoking?

Absolutely! Please stop by the Student Health Center or call 1-800-NOBUTTS.

## 7. What will happen to me if I don't comply with this policy?

If you continue to be non-compliant, you may be referred to the Vice President of Student Services or the Human Resources Department for disciplinary action as it is a campus policy.


## 8. What about E-cigarettes?

E-cigarettes are not a FDA approved cessation device and will not be allowed on campus. To do so would create ambiguity that would undermine the achievement of the compliance with the policy.

**Remember, never put yourself in jeopardy of your safety. If you come in contact with a belligerent or rude person, just walk away.**




# 30 PEOPLE CAMPAIGN VOLUNTEER TRAINING



**30 People Campaign  
Brief Orientation**  
\_\_\_\_\_ date \_\_\_\_\_

### UC System Smoke & Tobacco Free Policy

Effective January 2nd, 2014, the University of California prohibits smoking and the use of tobacco products at all University controlled properties.



### What is the 30 People Campaign?

**Purpose:**  
A campus-based volunteer group organized to help educate students, staff, and faculty about the smoke & tobacco-free campus policy

**Rationale:**  
To successfully implement and enforce the policy, we need campus-wide involvement and ownership of the policy

### Program objectives

- To increase awareness of the campus smoke-free policy through the recruitment of a designated group of staff, faculty, administrators, and students to serve as “ambassadors” for a specific period of time to educate the campus community
- To employ a strategy to increase compliance of policy
- To increase a sense of ownership of the campus smoke-free policy among key stakeholders, leaders, and other advocates on campus

### Recruitment goal: 30 People



- Students
- Staff
- Faculty
- Administrators

### Program components

- 4 hours of flex credit for faculty
- Program will begin on \_\_\_\_\_ and culminate with the Great American Smoke-out event on \_\_\_\_\_
- Volunteers will
  - Educate the campus community about the smoke & tobacco-free policy
  - Provide information on smoking cessation resources
  - Report on observations and experiences over a 2 week period



**Volunteer registration**

**“Starter kit” packets & pick up**

**Volunteers will receive:**

- T-Shirt
- Policy promoter button
- “I am a participant” poster for office
- Report Form
- Instruction Sheet
- List of FAQs
- A postcard featuring the smoke-free policy

**Packets may be picked up at:**

- Dates: \_\_\_\_\_
- Locations: \_\_\_\_\_

**Tracking of violations**

- A survey will be sent via email on a weekly basis for two weeks
- Survey will take approximately 5-7 minutes to complete
- Volunteers will be asked to report on:
  - Approximately how many smokers did you approach/ observe violating the policy
  - The approximate number of policy postcards distributed
  - Any challenges to educating/approaching violators

**Approaching policy violators**

If you see ANYONE not complying with the policy you may do any and/ or all of the following:

- Hand the person a postcard as an educational reminder that the university is smoke & tobacco-free campus
- Ask them if they are aware of the policy and answer any questions they may have or direct them to security or the student health center for further explanation
- Explain that the postcard contains information on smoking cessation resources
- Direct them to the Student Health Center if they need further encouragement to comply
- NEVER feel obligated to confront a student who might be belligerent or abusive. If they are, get their name if possible and report them to security.
- Be as gracious and educational about the process. No need for long lectures or diatribes about the effects of smoking or second-hand smoke
- Always express your appreciation when the person is compliant with your directions.
- Remember to pat yourself on the back for helping with this project and realize that you are contributing not only to the health of the person you are educating but to the health of the whole campus.

**Extra credit for students**

We would appreciate it if faculty members can provide extra credit for students who volunteer for the program

**Post campaign celebration**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Sponsored by: The President’s Office and the Committee on Smoke & Tobacco-free campus

To all our wonderful volunteers

# Educational Materials Request Form - College

Email this completed order form to [info@cyanonline.org](mailto:info@cyanonline.org)



California Youth Advocacy Network

## MYTHS AND REALITIES



HOOKAH	#	QUANTITY
8.5x5.5" Postcards (pack of 250)	FC3	
11x17" Poster (up to 20)	P8	
BLUNTS		
8.5x5.5" Postcards (pack of 250)	FC5	
11x17" Poster (up to 20)	P13	
SMOKELESS TOBACCO		
8.5x5.5" Postcards (pack of 250)	FC4	
11x17" Poster (up to 20)	P12	
VAPES (GREEN)		
8.5x5.5" Postcards (pack of 250)	FC2	
11x17" Poster (up to 20)	P7	
VAPES (BLUE)		
8.5x5.5" Postcards (pack of 250)	FC1	
11x17" Poster (up to 20)	P6	
E-CIGARETTES		
Asterisk Postcard 4.25x6" (pack of 250)	PC6	
Vapor Postcard 4.25x6" (pack of 250)	PC8	
Addict Postcard 4.25x6" (pack of 250)	PC7	

# CIGARETTES AND QUITTING



## TOBACCO-FREE POLICIES



## COMPLETE YOUR ORDER!

Send completed form to [info@cyanonline.org](mailto:info@cyanonline.org)  
 OR visit our website and order your free materials online at:  
[www.CaTobaccoFreeColleges.org/Products](http://www.CaTobaccoFreeColleges.org/Products)

Please include the following information:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Shipping Address Attn: \_\_\_\_\_

Organization: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

TRY (1 CIG)	#	QUANTITY
4.25x6" Postcards (pack of 250)	PC4	
8.5x11" Flyer (pack of 10)	F2	
11x17" Poster (up to 20)	P4	
TRY (3 CIG)		
4.25x6" Postcards (pack of 250)	PC5	
8.5x11" Flyer (pack of 10)	F3	
11x17" Poster (up to 20)	P5	
SWITCHING ISN'T QUITTING		
4.25x6" Postcards (pack of 250)	PC1	
8.5x11" Flyer (pack of 10)	F1	
11x17" Poster (up to 20)	P1	
COST OF TOBACCO		
4.25x6" Postcards (pack of 250)	PC2	
11x17" Poster (up to 20)	P2	
TOXINS IN TOBACCO		
4.25x6" Postcards (pack of 250)	PC3	
11x17" Poster (up to 20)	P3	
ENVIRONMENTAL WASTE		
8.5x5.5" Postcards (pack of 250)	FC6	

# Talking to People About the Tobacco-Free Policy on Campus



## MOTIVATIONAL INTERVIEWING

Motivational Interviewing (MI) is an effective approach when talking with someone about the tobacco-free policy on campus. It is an evidenced-based approach for motivating change in a variety of health-related behaviors. MI uses a collaborative approach to engage a person in conversation and increase their commitment and motivation to change.

### Core concepts of MI

#### 1. EXPRESS EMPATHY

People generally do not care how much you know until you show how much you care. Kindness can go a long way to show how much you care.

#### 2. DEVELOP DISCREPANCIES

Showing the difference between how their goals, values, and perception of themselves versus their actions and behaviors.

#### 3. AVOID ARGUMENTATION

Arguing your point only leads to more resistance. Think about a time someone argued with you. Did the argument convince you?

#### 4. ROLL WITH RESISTANCE

Change is scary. Resistance is normal. Let them make a case about why they do not want to change. You may find that given enough time, a person may talk themselves into seeking change.

#### 5. SUPPORT SELF-EFFICACY

It is a person's choice whether they want to quit the habit or not. We want to support their decisions even if they do not want to change.

### Remember your OARs

- Ask **OPEN** Ended Question: The more the person talks, the more chances they have to change. Avoid questions that will give one-word answers like yes or no. Examples can be “tell me more about ...” or “how can I help you change your habits?”
- Provide **AFFIRMATIONS**: Be positive and encouraging. Recognize any efforts the person has made towards quitting.
- Practice **REFLECTIVE** Listening: Listen to a person's story and understanding what their statement means. Clarify what they are trying to ask and maybe putting a connection where there was never one before.

## Scripting Guidelines

Be friendly and respectful when informing peers, staff, faculty and visitors about the Smoke and Tobacco-Free policy. Remember, smoking and tobacco use is an addiction, which can be triggered by a number of things, including stress. The smoke and tobacco free campus policy is designed to provide a safe and healthy environment for the whole campus community and model healthy behaviors. The following steps provide a guide to show your core ambassadors how to structure their approach during campus rounds.

### 1. INTRODUCE YOURSELF...

- a. "Hi my name is \_\_\_\_\_ and I am a \_\_\_\_\_."
- b. Expand on your position
- c. Tell them why you are approaching them in your own words.
  - i. You can include a disclaimer: "We are not here to force you to stop smoking."

### 2. ASK QUESTIONS...

- a. Use OARS, Motivational Interviews, and facts that you have learned:
  - i. "Have you ever considered quitting?"
  - ii. "When did you first start smoking?"
  - iii. "Have you tried quitting before?"
  - iv. "Do you know about the free resources we have on campus?"
  - v. "Do you have any questions about the policy?"
  - vi. "Would you ever be willing to consider the policy next time you want to smoke on campus?"  
\*If they begin sharing their story with you, be open to it!
- b. You can also share your story with them if you feel comfortable, or a family member, friend, or other experience.

### 3. CLOSE THE CONVERSATION...

- a. Ask them if they have any other questions
- b. Remind them of our resources shall they ever need anything, hand the card
- c. Thank them for their time

TIP: Summarize what they have said; it can help them with organizing their thoughts.



## Practicing Different Scenarios

Advocates will encounter several situations during campus rounds. Approaching and communicating with a smoker should be done in a respectful and non-judgmental manner. We want to create awareness, not confrontation about our policy. For some people, conveying this information might be a little awkward or uncomfortable, even with a fellow student. It is not possible to capture every scenario but this list provides both the most common examples and the most challenging examples.

### BELLIGERENT SMOKER

**Smoker:** Why can't I smoke? I'm not bothering anyone and I'm nowhere near the building. I'm only going to be out here for a couple minutes.

**Answer:** In order to provide a healthier environment, our university joined the rest of the public university campuses in going 100% smoke and tobacco-free. While you may feel like you are not bothering anyone, we have received a lot of feedback from the campus community that they are bothered by secondhand smoke and that individuals are choosing not to comply with this policy.

Generally, if the smoker is belligerent and has visible signs of getting angry, your best option is to walk away and avoid a confrontation or debate with them.

### PERSON IS USING AN E-CIGARETTE

**Smoker:** I'm not smoking. This is an E-cigarette. I'm not harming anyone. There's no secondhand smoke... What's the big deal?

**Answer:** These devices are not regulated by the FDA, so until the safety and efficacy of e-cigarettes can be determined, they are included in the Smoke and Tobacco-Free Policy. E-cigarettes aren't as safe as you may think, and there is a lot of emerging research on the adverse health effects related to the thousands of toxins they contain. The liquid from an e-cigarette has varying levels of nicotine, so there is no way of knowing how much a person is inhaling.

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### TIPS:

1. If at any time, the individual is not receptive or respectful, just remind them you are there to help if they ever change their mind. Thank them for their time, and walk away.
2. If an individual you have already talked to before is smoking on campus and it was a negative reaction, don't approach them again. Let some weeks pass and if you see the same individual smoking then it is your choice if you want to approach them.
3. Direct people to the President/Chancellor's office and the website if they have questions or want to voice their opinion about the policy.





## SCALE OF OPENNESS TO EDUCATION, AWARENESS & REFERRAL

As a smoke and tobacco free campus advocate, each individual you speak with will have a different level of openness to converse with you. The below structure was created on a 1-10 Likert Scale by San Francisco State University's BREATHE (Be Responsible, Educated, and Aware about Tobacco, Hookah & E-cigarettes) Advocate program to help you guide conversations with individuals who are using smoke and tobacco products on campus.

Listed below are the signs you may notice to read their level of openness. This can help you gauge how to interact with the individual to encourage more openness to education and awareness. Your goal is to move the individual up the scale (towards more openness) so they are at their most open, and refer them to resources for support.

Level of Openness	What to look for	What to do
1-2 Very Open	Open to conversation, positive, eager to listen, smiling.	Educate, offer facts & information. Tell them about the positive effects of quitting.
3-4 Open	Engaged in conversation, listening, reflecting, responding. Feet facing towards you.	Ask them questions about their interest in quitting and if they know about the resources available.
5-6 Partially Open	Tense, possibly uncomfortable, but listening. Arms may be crossed. Giving short answers.	Tell them a personal story about you, your family or friends, and focus on stories of successfully quitting.
7-8 Not Very Open	Clearly uncomfortable, body turned away from you, very little eye contact.	Ask questions about their tobacco use and listen.
9-10 Not At All Open	Clearly not interested in speaking with you, angry, upset, walking by quickly.	Don't approach them. If a conversation escalates to this level, thank them and walk away.

**End the conversation in a referral the Smokers Helpline: 1-800-NO-BUTTS**



# ROUNDS REPORT

Ambassador Names \_\_\_\_\_

Date & Time \_\_\_\_\_

Location(s) \_\_\_\_\_

Number of people seen smoking or using tobacco	
Number of people approached	
Reason not approached, if applicable	
Length of the encounter(s)	
What worked	
What didn't work	
Interaction: circle one for each encounter	
1.	Positive      Neutral      Negative
2.	Positive      Neutral      Negative
3.	Positive      Neutral      Negative
4.	Positive      Neutral      Negative
5.	Positive      Neutral      Negative
6.	Positive      Neutral      Negative
7.	Positive      Neutral      Negative
8.	Positive      Neutral      Negative
9.	Positive      Neutral      Negative

Elaborate on other notable observations



## POLICY REMINDER CARDS



For a healthier community and cleaner environment, our campus (including sidewalks and parking lots) is **100% smoke and tobacco free.**

Thank you for not smoking or using tobacco products while on campus. For information on how to quit tobacco call **1-800-NOBUTTS** or visit **nobutts.org**

For a healthier community and cleaner environment, our campus (including sidewalks and parking lots) is **100% smoke and tobacco free.**

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# Weekly Debrief

DATE:

## Rounds Logged This Week:

1. What was your best round this week?
2. What was your worst?
3. What can be done to improve your next rounds?

Please write your Questions for the Group:





**California  
Youth  
Advocacy  
Network**

The California Youth Advocacy Network (CYAN) is dedicated to supporting youth and young adults by advocating for a tobacco-free California. We provide tobacco control professionals and young people with the tangible tools for action to mobilize a powerful statewide movement. Our staff is committed to changing the tobacco use culture in California's high schools, colleges and universities, military bases, and all levels of the young adult community.

**FOR ADDITIONAL INFORMATION CONTACT:**

**California Youth Advocacy Network**

650 University Ave Suite 109

Sacramento, CA 95825

(916) 339-3424

[info@cyanonline.org](mailto:info@cyanonline.org)

[www.cyanonline.org](http://www.cyanonline.org)