

Policy Education is the Key

Greening the Campus Project:

Examining the Smoke-free and Scent-free Policies at Dalhousie University

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Abstract

For our Greening the Campus project we chose to focus on the scent-free and smoke-free policies at Dalhousie University. Our main objectives for this project were to find out how many of the Dalhousie students are aware of the policies and of those aware how many adhered to the policies. We were also interested in finding out how the students had become aware of the policies as well as their level of understanding towards the policies.

Studley campus became our chosen research site and our sample group consisted of 187 students. The students were sampled at random on campus, by email and in the classroom. Purposive sampling was the method used to hand out our questionnaire on campus and to classrooms and the snowball sampling method was used to distribute our questionnaires through email.

Our main findings showed that of the students surveyed 92.5% were aware of the scent-free policy and 96% were aware of the smoke-free policy. For those students aware of the policies 36% adhered to the scent-free policy and 73% adhered to the smoke-free policy. In terms of understanding the policies 60% claimed to understand the health effects caused by lack of adherence to the scent-free policy and 100% claimed to understand the latter for the smoke-free policy.

Our research shows that students are aware of the scent-free and smoke-free policies at Dalhousie University. However, the students are not adhering to these policies due to lack of proper education on the policies. We believe education to be the key to policy enforcement.

Introduction

We share the air that we breathe. When we pollute this air we are not only harming ourselves but our community. To tackle this issue, Dalhousie University has come up with two policies: the Scent-Free Policy (Implemented 1995) and the Smoke-Free Policy (Implemented in 2003).

The scent-free policy deals with issues surrounding scented products at university. The affect of using scented products is detrimental to the well being of Dalhousie's community as it endangers the health of students and staff on a short and a long term basis – long term, through the development of disorders such as MCS (multiple chemical sensitivity) and EI (environmental illness), and short term, by disabling the abilities of students and staff who are currently afflicted with these problems or similar sensitivities (asthma, bronchitis, migraines etc.).

The smoke-free policy was developed for the same reasons as the scent-free policy. This policy prohibits all smoking on university property. Along with protection against the illnesses generated by being exposed to scents, being exposed to smoke may also increase the chance of getting cancer from the toxins contained in the smoke.

Adherence to these policies is on a good-faith basis. However, we believed that very few people were following them. Dalhousie is trying to be a socially and environmentally responsible university so it is our belief, that if we can discover the reasons for the lack of adherence towards the policies, we can then develop a solution. This solution could then be beneficial to the entire community.

Research Objectives

In order to gain an effective analysis of our theory we needed to frame the issue and discover where the weaknesses lay with the current action. The following is a list of themes we wanted to research in order to properly frame our problem.

1. Systems Analysis (Dalhousie Campus) – this is a basic requirement for any problem in order to understand all the forces and barriers in the area we are trying to analyze. These forces, both physical and bureaucratic can be used to set a framework in which our chosen solution must operate.
2. Magnitude of the problem (the number of people who smoke/ wear scents at home compared to on campus) – to determine if a problem truly exists or if it is only several statistical insignificances.
3. Amount of people who are aware of current policy and adhere to it– to determine if this is just an education issue. If it is, then it needs to be addressed before further research is required. The reason for this is because we do not know if the current policy will work, since the lack of knowledge is similar to improper implementation.
4. Amount of people who are aware of the impact of being exposed to scents and smoke – this is required to give moral weight to the current policy. People who believe what they are doing is harmless will continue to act that way.
5. The impact of smoke and scents on people who are sensitive to them – this information is required to give a personal view into the short-term impact of people ignoring current policy and to facilitate solutions that will immediately help the people who are affected most.

6. Idea Generation – hoping to gain insight into what the Dalhousie community feels would be an intelligent way to increase the effectiveness of the current policies.

Chosen Audiences

Students – the students of Dalhousie make up the bulk of the people directly affected by others not following policy and individuals who do not follow current policy. Knowing this we require their support in whatever action we take to increase effectiveness. This increases the importance of their awareness of our work to ensure that what ever we decide to do can be implemented easily.

Faculty – it was decided since the beginning that our group is focused on trying to get faculty to be more actively involved. Hopefully, with the education that we present them in our report, we can develop solutions with their support. This support can be in the form of direct action and education in their classes or through future policy alterations by the board of governors. Either way, we require the information to reach the educators on campus.

Administration – as they formulate and monitor all policies that are implemented at Dalhousie, we feel that they should be very interested in our findings. The best-case scenario is that administration reads our research findings and agrees with our recommendations and solves the problem.

Relevance to Greening the Campus

The goal of sustainable development is to consume resources for today without jeopardizing the quality of life for tomorrow. This statement includes not just environmental practices but also social and economic as well. The main goal of the social section is to protect the health of humanity. The constant exposure to the chemicals contained in smoke and scents are proven to make people unhealthy. By developing a strategy to lower the amount of smoke and scents on campus we are taking one more step towards sustainable development.

Design and Instruments used

The goal of our research project was to gain a greater understanding of the student body's feelings towards and understanding of the current scent-free and smoke-free policies as well as why the policies are/are not adhered to. A questionnaire, four interviews and research were the instruments used by our group to obtain the data and information used to formulate our results.

A questionnaire containing 15 questions was handed out and sent by email to Dalhousie students. Our group received 182 responses to the questionnaire which contained questions such as: if/how the students are aware of the policies, if/how they obey the policies, if/how they see others abiding/not abiding by the policies rules and what they feel should be done to effectively enforce and educate students regarding the policies. Four interviews were conducted with staff and students who suffered from scent sensitivities as well as a smoker, all of which provided us with our data.

We focused on two objectives for our interviews. The first was gaining a first-hand account from students and staff of who suffer from weakness to smoke and scents at Dalhousie. The second objective was to retrieve the reasons why students, staff and faculty are aware of, yet do not adhere to, the smoke-free and scent-free policies at Dalhousie.

Our group decided to create an information pack that will be given out to each department head. We then hope the department heads will distribute the info packs to the teachers within their department. The info pack consists of a letter to the department head that explains what and why the info pack was created and also requests they distribute the packs to all the teachers within their departments. It also contains two overheads – one regarding the smoking policy and the other regarding the scent-free policy. We hope the professors will show both of these overheads in their classes at the beginning of each term. The overheads contain information on the policies such as: the effects of not adhering to these policies can have on other students, faculty and staff at Dalhousie; what the policies imply; how to effectively follow the policies; and resource links for those students who desire further information on the policies. Two sets of PowerPoint presentations are also provided for those professors who have access to PowerPoint in their classrooms. The information found on each of the two slide shows is the same information found on the overheads.

Our group originally intended to send our questionnaire out to all of Dalhousie students but we were unable to obtain email addresses due to reasons of confidentiality. The Internet is a great tool for conducting surveys because it requires no cost and has the

potential to reach a wide range of students.¹ Snowball sampling method² was the method we used when distributing the questionnaire by email. It was emailed to all our friends at Dalhousie asking them to complete the questionnaire and pass it along to everyone they knew at the university. The questionnaire sent out by email was intended to generate the snowball effect for our sampling of Dalhousie students. Unfortunately we did not receive a large response to this. Our other method of distributing our questionnaire was random distribution on campus, to all those who agreed to participate.

Employing the purposive sampling³ method, we used a specific location (Dalhousie Studley campus) and targeted eligible people (all Dalhousie students, faculty members and staff). We also asked professors a few days in advance if we could hand out the questionnaire to their class. This was done in three classes.

Interview Method:

The interviewees for our research project included

- (1) A professor at Dalhousie University who has sensitivities to scents
- (2) A student at Dalhousie University who has sensitivities to scents and smoke
- (3) A student at Dalhousie University who has an allergy to cigarette smoke
- (4) A student at Dalhousie University who does not follow the smoke-free policy

These people were chosen for our interviews because they were able to give the research team first-hand experience of what scents and smoke does to their health. The fourth interviewee was very helpful in determining why students do not follow the smoke-free policy. Asking specific questions enabled us to get answers that would help us determine our chosen method of educating the student population about the scent-free and smoke-free policies.

¹ Palys, Ted (2003), *Research Decisions: Quantitative and Qualitative Perspectives*. 3rd edition. Toronto: Thompson/Nelson. pp. 169.

² Palys: pp.144-145.

The sampling method we employed to obtain our interviewees was purposive sampling because we knew whom we wanted to interview to obtain the answers that would help us with the research. The type of questions that were asked were both open-ended and close-ended questions because it was felt that this would be the best way to gather our information about the health affects that scents and smoke has on their health. We wanted to personalize the policies by adding a face to them.

Observations Method

Observations were taken on the Studley Campus because we determined it was the most populated campus. The areas under observation were outside the Faculty of Arts and Social Science Building, the Library, the Management Building and the Henry Hicks Building.

These locations were chosen because they are the main area students' visit during their travels on campus. These areas were also convenient for the researchers.

Questionnaire Methods

Questionnaires were conducted using two different methods. The first method was the snowballing method. The other was the purposive sampling method. These methods were used to obtain our sample. Each researcher chose which method they preferred in order to obtain their 50 respondents.

Once the questionnaires were completed each researcher analyzed his/her data and then reported back their findings to the group. Once all the results were found then the group discussed them and the relevance they had to our research project.

³ Palys: pp. 142.

The procedure utilized was not the original procedure we had planned to use. Modifications were made as time proceeded. Before anything began research needed to be done. The research team needed to become more aware of the policies to be looked at and what they contained. Upon completion of the preliminary research, the team discussed what needed to be accomplished within the time frame given and created a schedule. Studley Campus was the focus of our research project. Dalhousie's Carleton and Sexton Campuses experience the same problems with lack of adherence to the policies but because of the vast scope and limited time of our the university and our project we were forced to limit our focus to one campus. Through education it is hoped that students will begin to respect the reason why these policies were implemented and begin to adhere to the policies.

Before our research began it was decided that an on-line questionnaire was going to be done to collect the data. This seemed like a great idea in the beginning because since this was a research project for an environmental science class, it was thought to be the best way to administer the questionnaires, as it would create the least amount of waste. As a team, the research group decided that using paper copy questionnaires was not the best method because the purpose of the project was to be sustainable and how could we be sustainable while handing out paper questionnaires?

Observations were used in this study because it allowed the researchers to get first-hand observations on whether or not students at Dalhousie University were respecting the scent-free and smoke-free policies. Observations were taken randomly between classes when the researchers had a few moments to spare in their day.

Interviews were a key component of the research because the interviewees suffer from scent sensitivities or were allergic to cigarette smoke. Those interviewed talked about the effects that smoke and scents had on their health and how they dealt with the side effects. These interviews were important for the research because they gave the research team an inside personal view on the project, putting a human face on the issue.

The interviewees were students and a faculty member, so perspectives were taken from two sides. We also interviewed were people that openly disobeyed the policies on campus and were willing to share their opinion. Two different interview questions were created; one for scent-sensitive interviewees and smoke-sensitive interviewees (see appendix A), and another set of questions for the interviewee who does not follow the policies (see appendix B).

The interviewees were divided among the researchers. A consent form (see appendix C) was given to the interviewee outlining the purpose of the project and his/her role in the research project before each interview was conducted. A follow up letter (see appendix D) was also given to the participant to thank them for their time.

A questionnaire (see appendix E) was created that would allow the research team to obtain answers that would be tested against our hypothesis to either prove or disprove it. The questionnaire consisted of five open-ended questions and nine close-ended questions. Along with the questionnaire, a consent form (see appendix F) was included to inform the participants of what the research project was about and the part that they would play in the project. A follow up letter (see appendix G) was also crafted to thank the participants for their time along with contact information should they want a copy of the results.

A questionnaire was important to the study because it allowed the research team to obtain personal opinions from the students at Dalhousie University. By getting the opinions of the students it allowed the team to either prove or disprove the hypothesis that was created at the beginning of the study.

Results of Interviews

The purpose of our interviews was to find out what effects smoke and scents have on individuals with sensitivities to these chemicals. We interviewed four students at Dalhousie, and through our face-to-face interviews found the answers we were looking for. We wanted to better understand what effect these chemicals have on individuals with sensitivities in order to relay this information to the students, faculty and staff of Dalhousie University. In gathering this information, we hope to be able to better educate students, faculty and staff on how their actions affect others. We realize that not everyone's body would react the same but we found similarities in our results. We also wanted to better understand why there was an issue of non-compliance.

The first two interviews we conducted were with a student with sensitivities and a professor with sensitivities to scents and smoke. They discussed in detail what happens when they get a reaction to another person wearing scents or smoking. Some of their reactions included things such as neurological effects (confusion, memory loss, headaches), respiratory problems, skin problems, digestive problems, and fatigue. They told us that the only way they could deal with a reaction was to leave the classroom or the area where the reaction occurred. Many different things helped to remedy the situation, such as fresh air or water, but this did not guarantee full recovery. Both of these people

felt that posters were not enough. They felt that no one reads the posters and that Dalhousie needed to take a more proactive approach on this issue. The professor suggested to us that we create an information package (see Appendix J), which ended up being our solution.

An interview was also conducted with a person with asthma who has severe reactions to smoke. The purpose of this interview was to better understand the adverse effects of smoke on a person with asthma. The smell of smoke can cause asthma attacks. It can also give the individual a headache. The only recourse for him is to leave the classroom or the area that is affecting him. Like others he feels that this is unfair because he is missing class due to others not complying with school policies. He felt that better enforcement and education was the key in dealing with this problem.

The final interview was conducted with an individual who smokes on Dalhousie Campus and knowingly breaks the no smoking policy. His reason for doing this was that there is no enforcement so there is no deterrent not to smoke. He also mentioned that there was a lack of education on the issue and it is hard for students, faculty and staff to know exactly where they can and can't smoke.

Results of Questionnaire

There were 187 people surveyed using our questionnaire (see Appendix I). All of these individuals were students at Dalhousie. Out of those surveyed, 92.5% knew that there was a scent-free policy at Dalhousie, yet only 35% said they followed it. 96% of students were aware of the smoke-free policy but only 73% said they followed that policy. (It is important to note that some of the students complied with the policy because

they did not smoke) 60% of students knew the health risks associated with scents and 100% of students knew the health risks of smoking.

Only 43% of students felt that the student body population was following the scent-free policy and 30% felt that they were following the smoke-free policy. An overwhelming 69% of students felt that there should be consequences for those who did not follow the policies. Most of those surveyed said that fines would be the most appropriate consequence for breaking the policies.

51% of students felt that the current poster campaign was a good way to educate those around campus, whereas 49% felt that it was not an effective way to educate the student body. They felt that the best way to educate students was for the professors to educate the students, hold information sessions for the students, faculty and staff, and to bring in speakers on the issue. They also felt that heavier monitoring and enforcement were needed on campus.

Reliability

Reliability is able to be shown through our research by the instruments used to obtain the results. Triangulation was used to show reliability because the research team used interviews, questionnaires and observations to collect data. One method was not relied on in our research. Instead, many methods were used and their results were then compared to see if the results were compatible. Our results proved to be both reliable and valid. As reliability in this case can be seen as an attribute that is reasonably stable and remains consistent over repeated measurement.⁴ Our attribute was the knowledge of and adherence to the scent-free and smoke-free policies at Dalhousie by the student

population. The main method used to measure this was a questionnaire the results of which were consistent, being the majority of Dalhousie's student population are aware of the policies but do not adhere to them.

Each researcher did not stick to one instrument, but rather used the three instruments. The researcher conducting the interview did not go alone, but brought a second researcher to observe. The second researcher was strictly there to take notes, which took pressure off the interviewer because he/she could focus more on the interview rather than taking notes.

Validity

The research shows validity because questions were asked both in the interviews and in the questionnaire that dealt directly with the topic at hand. Our group used appropriate instruments and questions formulated to gather the information required to fit with our theory and explanation of the problem. The results from the questions proved to be succinct with our expected theory and explanation.

Catalytic validity is being shown in the research from the results we obtained that show a majority of the students at Dalhousie University are not respecting the scent-free and smoke-free policies. All the students who completed the questionnaires knew about the no smoking policy, but the majority did not obey it, because there is nothing forcing them to follow the policy. For the scent-free policy many students did not know the health effects of scents on a person's health and because of them not knowing this information, they do not see the need to stop wearing scents. The results show that students are not respecting the policies and the research team has made many

⁴ Palys: pp. 63.

recommendations on how to improve the policies. If the authority at Dalhousie University takes the recommendations seriously then compliance with the policies will increase.

The sample group chosen was going to be sent an email with a web address to our on-line questionnaire, and information in where to go to complete the questionnaire. The Website was coming along nicely, but there was a complication with saving the responses to the open-ended questions. With time running out and not being able to fix the problem, the on-line questionnaire idea was replaced with another method.

At this point in the project the sample group had to be changed because we had planned to email the entire student population of Dalhousie University the Web link, but this could not happen without a lot of extra work that the group did not have time to do. To get the list of student email addresses our research team had to coordinate itself with a on campus group or organization that had status. An example of such a group is the Dalhousie Health and Safety Committee. The group debated this idea and decided not to go this route because it would take more time something that could not be wasted.

The newly chosen sample groups were compatible with the newly chosen research methods. Our new method to get the questionnaire to our sample group was to email the questionnaire in a word document and have the recipient send the completed questionnaire back to the researcher that had sent it to them. The method was called the snowball sampling method. This sampling method was used because some of the researchers still did not want to resort to using paper copies for the questionnaires. Each group member sent the questionnaire to all of our friends at Dalhousie. We asked our friends to send the questionnaire to all of their friends at the university. Each person was

expected to fill out the questionnaire and send it back to a researcher. This worked reasonably well, but did not generate the response we were looking for.

This sampling method would have worked better if the questionnaire was available on-line because people would not have to worry about sending the completed questionnaire back. With a few clicks of the mouse the questionnaire would have been sent and tallied and the respondent would not have had to spend extra time sending back the completed questionnaire.

The other approach was randomly handing paper copies of the questionnaire to classes at Dalhousie University. This was purposive sampling because one class from each year level was purposely chosen to complete the questionnaire. The researcher knew he/she had a certain sample number to fill and chose a class that would fill the requirement. Permission was obtained from the professor in advance and a time was set up to administer the questionnaire.

The purposive method of sampling worked well because a large amount of respondents could be obtained at one time. Unlike the purposive sampling method the snowball sampling method offered no insurance that the researcher would get the responses. Two new methods of distributing the questionnaires were chosen because the research group had two different ways that they wanted to go about it. To settle this matter in a quick and easy way the researchers were allowed to choose their preferred method and run with it.

The sample group in the end was 187 people. The participants that were in our sample group were all Dalhousie University students in different years of study. It was believed that this was a good sample size for the time constraints working against the

research group. With less than 187 participants it was believed that not enough responses would be collected to make accurate conclusions. With more than 187 responses it was believed that there would not be enough time to analyze the data collected and conclusions.

Once the data was obtained each researcher was responsible to analyzing his/her own data. After individual analysis our research team came together to compare the individual findings and discuss what we thought the collective results proved.

Limitations/Delimitations

One of our limitations was time, which limited the amount of students we were able to survey, as well as the time we were able to spend on research and analysis. There are so many students, staff and faculty at Dalhousie that it would take more than a few months to be able to survey them all. The more surveys we conducted the more time would be needed to analyse the data from them. Another limitation we encountered was lack of consent from teachers we had asked to allow us to hand out the questionnaire to their class. Privacy also proved to limit our project. Our original intention to send out the questionnaire via email and Web link was unsuccessful as we were unable to get student emails due to privacy policies at Dalhousie. Another limitation we were faced with for this project was Dalhousie bureaucracy. To change the policies or integrate enforcement and education policies that may cost the university money was not a feasible option given the time period we had to complete the project. We as students do not have the power or authority to change or enforce policies.

The main delimitation imposed upon the project by our group was that of time. Knowing the amount of time we had to complete the project our group created a schedule. The schedules allowed us time to create questions for the questionnaire and interviews, distribute/conduct the questionnaire and interviews and analyze the data. Following the schedule it was decided to limit the amount of questionnaires passed out to 200 and the amount of interviews conducted to four.

Method of Analysis

Our research was inductive. We moved from observation into theory.⁵ We observed that people at Dalhousie were smoking outside of the library and FASS and that many people seem to wear scented products on campus and in classes. We then theorized that though many students were aware of the policies, very few actually adhered to them. Analytic Induction was the technique used by our group. We offered an explanation and inspected whether all of the data fit the explanation.⁶ Our group explained the lack of adherence to the policies a result of inadequate education on the policies. The results of our survey fit with our explanation that as many students were aware of the policies they were not fully aware of the effects incurred on other students, staff and faculty when the policies were broken.

Once we had gathered all our results we found that Dalhousie had done a good job in informing the students on what policies the university had created. The university seemed to have had less of an impact on the educational institution's side of the policies. Posters were the only forms of education found on campus. Many students were not fully

⁵ Palys: pp. 36.

⁶ Palys: pp. 322-325.

aware of the risk posed to others by wearing scents or smoking too close to buildings. It was with these findings that we decided to create our info pack and write our letter. We hope that by stressing the need for more in-depth education on these policies students will become more conscious of their choices and be more willing to follow the policies.

Discussion/ Conclusion

Undertaking this project helped to answer many of the questions we had in the initial phases. It was unfortunate that our original idea of sending our questionnaire out through email was unsuccessful. Had we started handing out the paper questionnaire handing to classes or randomly on campus, we probably would have been able to hand out more, having more time to tally the results. Our research results proved to be consistent with our hypothesis, as there were no notable inconsistencies found in our data.

Our main purpose of our research was to find the forces, which are affecting the students and staff at Dalhousie so that we can understand the reasons for the ineffectiveness of the current policy. As mentioned before this is extremely relevant to our problem as with this information we can form a solution that satisfies the forces as much as possible. The main problems faced were the community's addiction to smoking and the vanity of wearing scents. Although this would be the best problem to solve, it is outside of our scope of resources, expertise and time. Instead we decided to develop a solution which educates so we touch on a persons compassion for their fellow human. Overall, the forces that affect any problem are extremely important for a researcher to achieve a conclusion.

Our group understands that enforcement of the scent-free policy is a harder issue to tackle, as it is a human rights issue. The smoke-free policy would be easier to enforce because of the education that has been done by the media over the years on the severe health effects smoking can have on your health and how serious second-hand smoke can be for others. MSC and EI however, are ailments that have received less attention and therefore are harder to rally support for. Our group does not believe that it is the intent of Dalhousie students who wear scents at school to intentionally cause harm to others but rather they are ignorant of the effects of their actions.

The information received from the questionnaires and interviews showed where Dalhousie students, staff and faculty stand in terms of attitudes, understanding and adherence towards the policies. Many students suffer because of others smoking and using scented products at Dalhousie. Our group has created an info pack that explains the scent-free and smoke-free policies as well as the health effects incurred by students when the policies are not obeyed. The intent for the info pack is that it will reach each professor at Dalhousie and each will use the overheads/slide shows to educate their classes at the beginning of each term. Our group hopes the letter written to Dalhousie President Tom Travis, will be effective. The letter displays our project results and some suggestions, given by the students who participated in the questionnaire, offering creative ideas using education and/or enforcement that could increase the effectiveness of the policies. Gaining a greater understanding of where Dalhousie students stand on this matter will hopefully lead to a greater enforcement of, as well as, a greater employment of education toward these policies.

Understanding the effectiveness of the scent-free and smoke-free policies are important issues because many people are greatly affected, some even to the point that they cannot attend school on a regular basis.

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Participants of the questionnaires and interviews.

Shokry, Lynn. Employee with Dalhousie University Student Accessibility Services. Ongoing emails.

Appendix A

Interview Questions Scent Sensitivity People

- (1) What are the affects that scents have on your health?
- (2) Are there any signs that allow you to know in advance that the scents in a classroom are bothering you?
- (3) Is there anyway that you can get relief once the symptoms begin to show?
- (4) What do you do if scents are bothering you in class?
- (5) Do you let your students know about your scent sensitivities?
- (6) Do you think the university is doing enough to inform the students about the scent free policy?
- (7) Do you think students are following the scent free policy?
- (8) Do you think that faculty are following the scent free policy?
- (9) If you do not think that students are following the policy then what do you think can be done to make students more aware or follow the policy?
- (10) Do you think that posters around campus are a good way to educate people about the scent free policy?
- (11) Are you aware of the health risks associated with being exposed to scents?
- (12) Are you aware of the health risks associated with smoking?
- (13) Do you have any comments or suggestions regarding either of these issues?

Appendix B

Interview Questions Respiratory Sensitivities

- (1) What are the affects that smoke has on your health?
- (2) Are there any signs that allow you to know in advance that the scent of smoke in a classroom is bothering you?
- (3) Is there anyway that you can get relief once the symptoms begin to show?
- (4) What do you do if the scent of smoke is bothering you in class?
- (5) Do you let your fellow classmates know about your smoke allergy?
- (6) Do you think the university is doing enough to inform the students about the no smoking policy?
- (7) Do you think students are following the no smoking policy?
- (8) Do you think that faculty are following the no smoking policy?
- (9) If you do not think that students are following the policy then what do you think can be done to make students more aware or follow the policy?
- (10) Do you think that posters around campus are a good way to educate people about the no smoking policy?

Appendix C

Interview Questions for Students that Disobey Smoking Policy

(1) Are you aware of the no smoking policy at Dalhousie?

YES NO

(2) What do you believe is the impact of disobeying this policy?

(3) What is your main reason for smoking on campus?

(4) What do you believe would increase the effectiveness of the current no-smoking policy?

Appendix D

Interview Consent Form

Dear Participant:

Our names are Jennifer Biggs, Natalie Kidd, Trish MacDonald and Aaron MacCallum and we are students at Dalhousie University. As part of our Environmental Problem Solving course (ENVS 3502), we are conducting a study to see why students and faculty are not obeying the Scent Free and No Smoking Policies that were implemented at Dalhousie Campus.

The purpose of this project is to educate the population at Dalhousie University about the impacts that wearing scent and breathing in smoke can have on the environment and also to a person health. By finding out reasons why people are not obeying the two policies, it is hoped that through education the Dalhousie population will become more aware of the policies and respect them more. By respecting and following these policies it will not only improve the environment, but also a persons health.

You are asked to participate in an interview consisting of ten questions. This interview should take no more then thirty minutes of your time.

Your decision to participate in the interview is strictly voluntary; you may withdraw from the study at any time without fear of penalty. Upon completing the interview, we have acknowledge that you have read and understand the above information and that you have given permission for your answers to be used in the research project. Only the course instructor and those students collaborating on this project will have access to the interview.

Environmental Programs in the Faculty of Science in collaboration with the Dalhousie Ethics Review Board have approved this project. If you have any questions or concerns, please feel free to contact the researchers at the following email addresses: jbiggs@dal.ca, kiddnatalie@yahoo.com, pemacdon@dal.ca, macalla@dal.ca or the course instructor, Tarah Wright, at (902) 494-3683 or Tarah.Wright@dal.ca. If you agree to the interview conditions described above please sign your name in the space provided below.

We thank you very much for your time and participation.

Date: _____

Signature of Participant: _____

Appendix E

Questionnaire Consent Form

Dear Participant:

You have participated in a study on the Scent-Free and No Smoking policies that Dalhousie University has put into effect. It is the hypothesis that the students, faculty and staff of the university are not obeying these policies. Now that you have completed this interview, your responses will be compared to others that have gone through the same interview process.

It is hoped that this experience has been both thought provoking and interesting for you. If you have any questions or concerns, please feel free to contact any of the below addresses or the course instructor, Tarah Wright, at (902) 494-3683 or Tarah.Wright@dal.ca.

Thank you for your time and effort concerning this project. If you care to receive a copy of the results acquired in this study, please send an email to one of the below addresses, with the subject heading "results of research". We gladly would send you a copy upon completion of the project.

jbiggs@dal.ca

pemacdon@hotmail.com

maccalla@dal.ca

kiddnatalie@yahoo.com

Appendix F

Questionnaire

- (1) Are you aware that there is a scent free policy at Dalhousie University?
YES NO
- (2) Are you aware that there is a no smoking policy at Dalhousie University?
YES NO
- (3) Do you follow the scent free policy?
YES NO
- (4) Do you follow the no smoking policy?
YES NO
- (5) Do you smoke?
YES NO
- (6) Do you think that students follow the scent free policy at Dalhousie University?
Explain.
YES NO
- (7) Do you think students follow the smoking policy at Dalhousie University?
Explain.
YES NO
- (8) Do you think there should be consequences for people breaking these policies?
YES NO
- (9) If yes, what do you think would be appropriate consequences?
- (10) In your opinion do you think posters around campus are a good way to educate people about the scent free and no smoking policies?
YES NO
- (11) If no, what are your suggestions to help educate Dalhousie University population about these policies?
- (12) Are you aware of the health risks associated with being exposed to scents?
YES NO
- (13) Are you aware of the health risks associated with smoking?
YES NO
- (14) Do you have any comments or suggestions regarding either of these issues?

Appendix G

Questionnaire Follow Up

Dear Participant:

Our names are Jennifer Biggs, Natalie Kidd, Trish MacDonald and Aaron MacCallum and we are students at Dalhousie University. As part of our Environmental Problem Solving course (ENVS 3502), we are conducting a study to see why students and faculty are not obeying the Scent Free and No Smoking Policies that were implemented at Dalhousie Campus.

The purpose of this project is to educate the population at Dalhousie University about the impacts that wearing scent and breathing in smoke can have on the environment and also to a person health. By finding out reasons why people are not obeying the two policies, it is hoped that through education the Dalhousie population will become more aware of the policies and respect them more. By respecting and following these policies it will not only improve the environment, but also a persons health.

You are asked to complete a short questionnaire consisting of fifteen questions. This questionnaire should take no more then fifteen minutes of your time.

Your decision to participate in the questionnaire is strictly voluntary; you may withdraw from the study at any time without fear of penalty. Upon completing and handing back the questionnaire, we have acknowledge that you have read and understand the above information and that you have given permission for your answers to be used in the research project. Only the course instructor and those students collaborating on this project will have access to the questionnaires.

Environmental Programs in the Faculty of Science in collaboration with the Dalhousie Ethics Review Board have approved this project. If you have any questions or concerns, please feel free to contact the researchers at the following email addresses: jbiggs@dal.ca, kiddnatalie@yahoo.com, pemacdon@dal.ca, macalla@dal.ca or the course instructor, Tarah Wright, at (902) 494-3683 or Tarah.Wright@dal.ca. If you agree to the questionnaire conditions described above please sign your name in the space provided below.

We thank you very much for your time and participation.

Date: _____

Signature of Participant: _____

Appendix H

Questionnaire Follow Up

Dear Participant:

You have participated in a study on the Scent-Free and No Smoking policies that Dalhousie University has put into effect. It is the hypothesis that the students, faculty and staff of the university are not obeying these policies. Now that you have completed this questionnaire, your responses will be compared to others that have filled out the same questionnaire.

It is hoped that this experience has been both thought provoking and interesting for you. If you have any questions or concerns, please feel free to contact any of the below addresses or the course instructor, Tarah Wright, at (902) 494-3683 or Tarah.Wright@dal.ca.

Thank you for your time and effort concerning this project. If you care to receive a copy of the results acquired in this study, please send an email to one of the below addresses, with the subject heading "results of research". We gladly would send you a copy upon completion of the project.

jbiggs@dal.ca

pemacdon@hotmail.com

maccalla@dal.ca

kiddnatalie@yahoo.com

Appendix I

Questionnaire Results

(1) Are you aware that there is a scent free policy at Dalhousie University?

YES – 173 NO - 14

(2) Are you aware that there is a no smoking policy at Dalhousie University?

YES - 180 NO - 7

(3) Do you follow the scent free policy?

YES - 66 NO - 121

(4) Do you follow the no smoking policy?

YES - 102 NO - 38

(5) Do you think that students follow the scent free policy at Dalhousie University?

Explain.

YES - 81 NO - 104 SOMEWHAT - 2

- People smoke less then what they might have on campus
- Around 19 respondents said that they followed the policy because of personal reasons, not because of the policy itself
- No: Not everyone knows about the policy
- No: Do not know what counts as scents
- No: I do not so I assume others would not either
- No: I get headaches all the time from the scents
- No: There are to many products that are scented like; shampoos, deodorants, lotions
- No: A lot to ask for people not to wear scents
- Mostly: Still wear some scents, but not as much as some do
- Mostly: There are small amounts that do not because of particular reasons
- Mostly: I do wear scents and will continue to unless someone comes and tells me that they are being bothered by it
- Mostly: There are many that do not wear strong scents, have not noticed any strong smells.
- Yes: Teachers tell us at the beginning of the year and students do not wear scents
- Yes: Tons of posters around, people read them and follow them

(6) Do you think students follow the smoking policy at Dalhousie University?

Explain.

YES - 57 NO – 130

- The people that do not smoke follow the rule
- No: Smell cigarette smoke around campus all the time
- No: If they do not know about it then they cannot follow the policy
- No: Always see people smoking all over campus
- No: No punishment so people will do it because they know they can get away with it, do not see it as a real rule
- Yes: Signs all over and see people using the ashtrays on the sidewalks

Appendix I

(7) Do you think there should be consequences for people breaking these policies?

YES - 129 NO - 58

(8) If yes, what do you think would be appropriate consequences?

- Taking people cigarettes away
- System of record; three strikes and you're punished
- Punish; suspensions from classes, fines, restrict access to Dalhousie services (Dalplex, Sports team, library) for certain period of times
- Fines and put them on student record so they have to be paid off before they can get their grades
- Punishment only for smokers because it is provincial law and can be punishable
- Make sure that staff and faculty members are punished also, not just the students
- System; verbal warnings, fines, written warning that goes in student file, possible expulsion if too many infractions
- Beginning of year have each student sign a No Smoking on Campus Contract and let it be known that if they disobey the contract and are caught then they know the consequences
- Kick them off campus, not allowing them to attend class for the day
- Make them do university service if caught like cleaning up the butts

(9) In your opinion do you think posters around campus is a good way to educate people about the scent free and no smoking policies?

YES - 96 NO - 90 BOTH - 1

(10) If no, what are your suggestions to help educate Dalhousie University population about these policies?

- Include information about the policies in the student information package at the beginning of year
- Include it in frosh week information
- Posters do not deter
- Make areas where smoking is accepted more clear
- Campus police should take a more active role, they are out patrolling parking lots looking for people without parking permits, why not look for people breaking smoking policy at the same time
- Posters are ignored
- Some posters are good if they are eye catching, but lots of words then people will not take the time to read it
- Information sessions for the students at the beginning of the year, with speakers
- Information sessions for the professors and have them inform their students. Professors become more strict about wearing no scents then students will begin to learn.
- Peer pressure from other students to not wear scents or smoke on campus.
- The university should give an information letter to the professors and have them attach it to the syllabus at the beginning of each year
- Put something in the gazette
- Heavier monitoring

Appendix I

(11) Are you aware of the health risks associated with being exposed to scents?

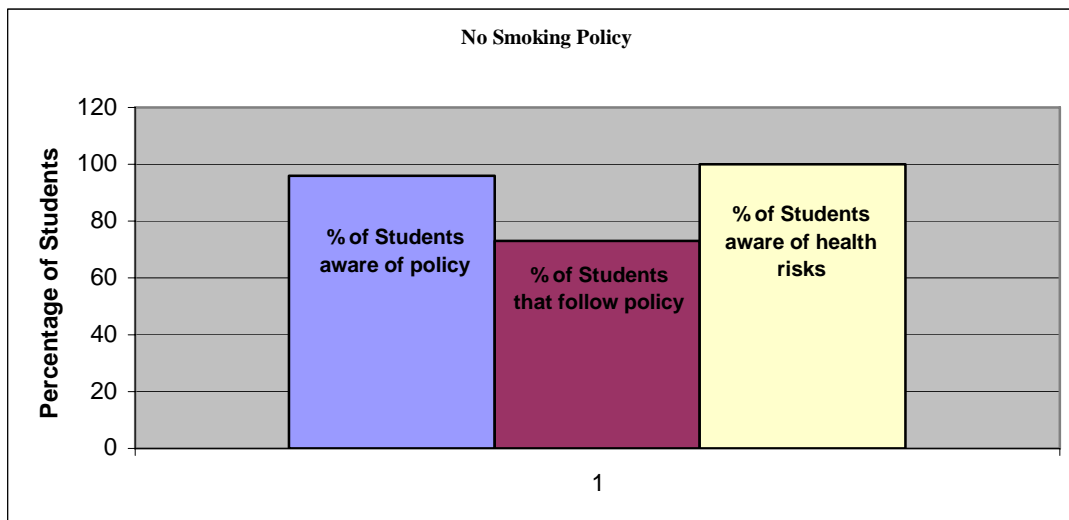
YES - 113 NO - 74

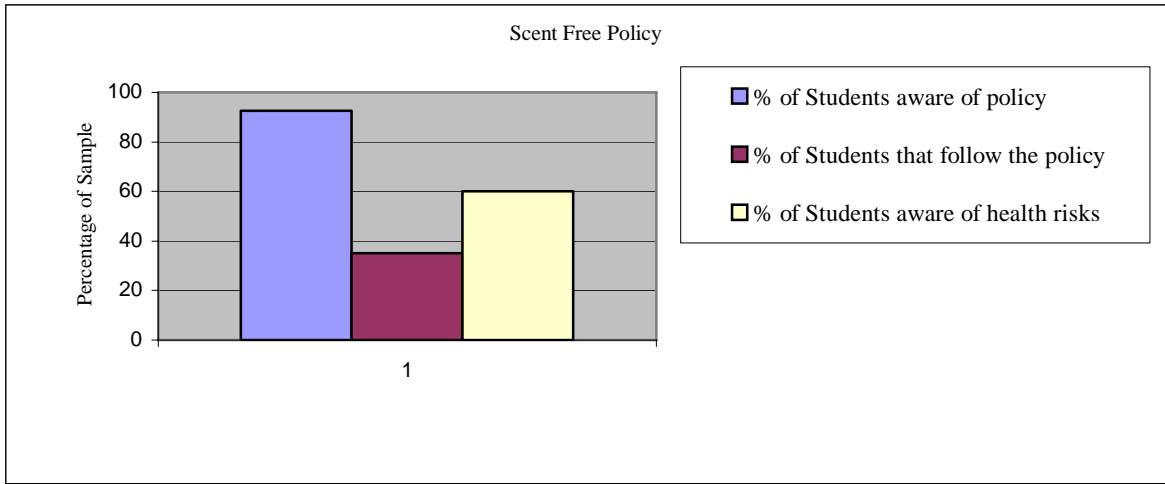
(12) Are you aware of the health risks associated with smoking?

YES - 187 NO - 0

(13) Do you have any comments or suggestions regarding either of these issues?

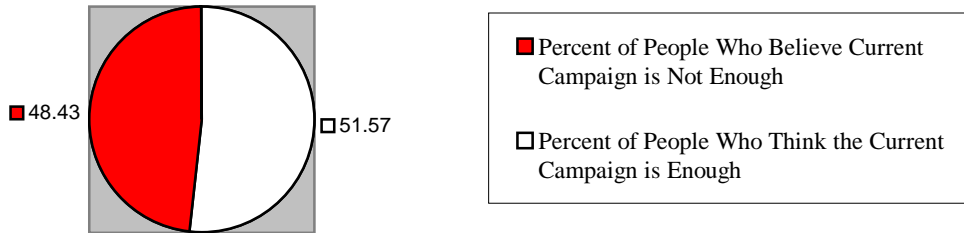
- Wear masks, because in the future they will have to (2 respondents)
- Fringing on the rights of people to smoke
- The people that smoke on the sidewalk could be a little more respectful and not stand in the middle of the sidewalk. When people want to get by they have to go through the crowd of smokers and are overwhelmed by the amount of smoke.
- Instead of having smoking on the sidewalks and making people walk through it try having smoking areas on campus and this may give people more incentives to go to the areas to smoke instead of all over campus.
- Announce these policies on the campus radio stations and even local radio stations to get publicity for these policies and then maybe other will follow.
- Hand out pamphlets about the consequences and the health effects of both
- Have info sessions to inform the students
- Dalhousie cannot cater to everyone's needs so as long as they are catering to some then that should be fine. Cannot please everyone, so do not try to.
- People should not get paid to enforce these policies, but students should be responsible and follow these policies, they are old enough to know
- Put a human face on the issue
- Handout pamphlets





Please excuse the graph from being to high, but we were having computer malfunctions and it would not obey what we wanted it to do.

Effectiveness of Postering Campaign



Appendix J

Information Packet

Includes: Letter of explanation to faculty head

- Detailed explanation of policies and effects on people's health when policies are broken
- Scent-free Overhead
- Smoke-free Overhead
- Smoke-free slide show
- Scent-free slide show

Dear Faculty Head,

Dalhousie University currently has a Scent Free and a No Smoking policy in effect on campus. These policies were put into effect to protect the rights of students and staff who have sensitivities with the chemicals contained in cigarette smoke and scented agents. This is important to all of Dalhousie so that every staff member and student can have the ability to complete his or her work/ studies without interference.

During a policy analysis for ENVS 3502 our group has discovered that Dalhousie currently has taken little action to enforce these policies and as a result few people are obeying them.

Included with this letter is an information package. It contains some of the statistics we gathered from our study as well as some of the information we discovered while conducting our research. Along with this it also includes overhead templates that can be distributed to professors for them to educate future students on the current No Smoking and Scent Free policies. It is our hope that the effect of this will be an increase in the policy effectiveness on campus and community.

Although completely voluntary we would like to thank you in advance for looking over the information given and we hope you take actions that will increase policy effectiveness and protect the Dalhousie community's right to clean air.

If you have any questions, comments, concerns or advice please do not hesitate to contact one of us at the following email addresses.

Sincerely,

Jennifer Biggs	jbiggs@dal.ca
Natalie Kidd	kiddnatalie@yahoo.com
Aaron MacCallum	maccalla@dal.ca
Patricia MacDonald	pemacdon@dal.ca

Appendix J

Why should I care about these policies?

The air we breathe is shared by all. If someone pollutes this air by smoking, wearing strong perfume, etc it affects not just the people around them but the community as a whole. Everyone shares the air and because of this factor people should respect the fact that pollutants affect certain people in negative ways and can cause them a great amount of harm.

These are policies that were put in place by the university and like all university policies that were created they should be followed. Unfortunately unlike other policies these policies cannot be enforced in the usual way. It is up to each student to recognize the fact that what they do affects others in adverse ways and that they should be considerate of that before they light up or put on scented products.

What are the effects of being exposed to scents and smoke?

Scents can affect people in different ways. Some people are severely allergic which can cause them a great amount of pain, while others are only mildly affected. The affects of scents would include, but are not limited to the following: neurological effects such as confusion, memory loss and headaches, respiratory problems, skin problems, digestive problems, seizures, fatigue, and can set off other allergies.

The public better knows the effects of second-hand smoke because people are constantly being reminded of the dangers. Smoking can cause a variety of cancer from lung cancer to mouth cancer, initiate asthma attacks, heart attacks, poor circulation and low oxygen levels in the blood and can cause impotence in males and low fertility in females. When the body breaths in second hand smoke they are breathing in things such as paint thinner, arsenic, tar, etc. It should be a person's right whether or not they want to pollute their body with such toxins and many are not able to access that right because of people that do these things in public locations.

The effects of breathing in scents or smoke can be instant or they can be something that occurs over time.

What types of things would classify as scents?

- Laundry soap
- Fabric softener
- Bounce sheets
- Perfume
- Shampoo
- Conditioner
- Hair products

Appendix J

- Deodorant
- Construction (chemicals and materials associated with)
- Cleaners used by the University
- Paint used by the University

What type of assistance / programs is offered at Dalhousie?

People with chemical/scent sensitivities can register with the Disabilities office. The Disabilities office offers many services to the students with scent sensitivities. They are given special accommodations, if needed and classrooms can also be changed if necessary. The Disabilities Office provides the student with a letter to give to their professor at the beginning of term to announce to the class that there is a person in the class with scent sensitivities and to refrain from wearing scents. Beyond these services there is nothing offered to the students at Dalhousie?

Currently there is not a Campus wide program at Dalhousie to help people quit smoking. (According to Derrick Enslow from Dalhousie Health Services) There are programs offered off campus. The University Health Centre offers referrals to hypnotists and prescriptions for anti smoking medications but nothing more. They also refer people to the Capital Health District to join their programs. There are plans to launch a program in the fall of this year that will deal largely with the No Smoking Policy on campus and because the program itself is in the preliminary stages there are no details as of yet. This program is a tobacco control strategy, which will include enforcement as well as a cessation program.

What were the results of our questionnaire?

The majority of students at Dalhousie University are aware of the Scent free and Smoking Policies that were implemented. Out of the 187 people surveyed 92.5% of students were aware of the Scent Free Policy but only 35% actually followed it. Only 73% of students followed the No Smoking Policy even though 96% were aware of it. The policies are not followed due to the fact that there is a lack of education regarding the issues and a lack of enforcement. Many students felt that fines would be a good way to enforce these policies.

Appendix J



Since 1995 Dalhousie University has implemented a scent-free policy, designed to protect students, staff and faculty members who suffer from scent-sensitivity.

• The scent-free policy prohibits the usage of any scented products such as:

- ◆ Perfume/cologne
- ◆ Shampoo
- ◆ Deodorant
- ◆ Landry detergent
- ◆ After-shave
- ◆ Hair-spray/Hair products
- ◆ Fabric softener

• People who suffer from scent-sensitivity to multiple chemical triggers suffer from a condition known as Multiple Chemical Sensitivity (MCS).

• People with MCS and those with scent-sensitivities will suffer the following reactions when exposed to scents:

- ◆ Migraine headaches
- ◆ Asthmatic attacks
- ◆ Respiratory problems
- ◆ Sinus congestion
- ◆ Water eyes
- ◆ Temporary rashes
- ◆ Flu like symptoms
- ◆ Headache& nausea
- ◆ Muscle & joint pain
- ◆ Digestive problems

• People often assume that they can wear scented products and avoid contact/exposure with others suffering from MCS. It is important however, to realize that when wearing a scented product molecules of fragrance chemical evaporate form your skin and are picked up by air currents that are constantly moving around us, into the atmosphere and air we breathe.

• For More Info:
<http://www.dal.ca/~scentfre/index.shtml>

• For a list of scent-free products:
<http://www.dal.ca/~scentfre/products.shtml>

• To learn how to make your own scent-free products:
<http://www.dal.ca/~scentfre/tips.shtml>



Appendix J

As of 2003 Dalhousie University has implemented a new smoke-free policy, which prohibits smoking on or within Dalhousie property.

- Since 1988 Dalhousie University has prohibited smoking within campus owned buildings.
- As of 2003 this policy was changed to include all University owned property and grounds, which are:
 - ✗ Charlton Campus
 - ✗ Studley Campus
 - ✗ Sexton Campus
 - ✗ Student residences
 - ✗ University Vehicles
 - ✗ In cars parked on university property
- The aim of the 2003 no smoking policy is to improve public health at Dalhousie. Smoking has serious health effects such as:
 - ✗ Cancer
 - ✗ Emphazema
 - ✗ Heart attack
 - ✗ Stroke

Second hand smoke is often more damaging to a persons health

Experts in the field say that enforcing no smoking policies often encourages smoker to try and quit. While Dalhousie considers this decision an individual choice they offer many resources, to help those interested, on how to quit.

“Getting Started” – a tobacco intervention program offered in conjunction with the Capital District Health Authority. The sessions are free and you do not have to register. To find out more information and times visit:

http://www.dal.ca/~ehs/radiatio_3446.html

Tobacco Intervention Workbook – for those interested in reducing their tobacco use available free online at:

http://www.dal.ca/~ehs/files/Resource_Manual.doc

Other Resources available at:

http://www.dal.ca/~ehs/radiatio_3447.html

Appendix J



As of 2003 Dalhousie University has implemented a new smoke-free policy, that prohibits smoking on or within Dalhousie property.

No Smoking Policy

Since 1988 Dalhousie University has prohibited smoking within campus owned buildings. As of 2003 this policy was changed to include all University owned property and grounds, which are:

- ◆ Charlton Campus
- ◆ Studley Campus
- ◆ Sexton Campus
- ◆ Student residences
- ◆ University Vehicles
- ◆ In cars parked on university property

Health Risks

The aim of the 2003 no smoking policy is to improve public health at Dalhousie. Smoking has serious health effects such as:

- ◆ Cancer
- ◆ Emphazema
- ◆ Heart attack
- ◆ Stroke
- ◆ Second hand smoke is often more damaging to a persons health

Interested In Trying To Quit

"Getting Started" - a tobacco intervention program offered in conjunction with the Capital District Health Authority. The sessions are free and you do not have to register. To find out more information and times visit:

http://www.dal.ca/~ehs/radiato_3443.html

Tobacco Intervention Workbook - for those interested in reducing their tobacco use available free online at:

http://www.dal.ca/~ehs/files/Resources_Manual.doc

Other Resources available at:

http://www.dal.ca/~ehs/radiato_3447.html

Appendix J



Since 1995 Dalhousie University has implemented a scent-free policy, designed to protect students, staff and faculty members who suffer from scent-sensitivity.

What Not to Wear

The scent-free policy prohibits the usage of any scented products such as:

- Perfume/cologne
- Shampoo
- Deodorant
- Laundry detergent
- After-shave
- Hair-spray
- Fabric softener

Multiple Chemical Sensitivity

People who suffer from scent-sensitivity to multiple chemical triggers suffer from a condition known as Multiple Chemical Sensitivity (MCS). The following reactions to scents can occur for those with MCS and scent-sensitivities:

- Migraine headaches
- Asthmatic attacks
- Sinus congestion
- Water eyes
- Temporary rashes
- Flu like symptoms
- Headache & nausea
- Muscle & joint pain
- Digestive problems

No Scents Is Good Sense

People often assume that they can wear scented products and avoid contact/exposure with those suffering from scent-sensitivities. It is important however, to realize that when wearing a scented product molecules of fragrance chemical evaporate from your skin and are picked up by air currents that are constantly moving around us, into the atmosphere and air we share.

Resources

For More Info:

<http://www.dal.ca/~scenfree/index.shtml>

For a list of scent-free products:

<http://www.dal.ca/~scenfree/products.shtml>

To learn how to make your own scent-free products:

<http://www.dal.ca/~scenfree/tips.shtml>