

Washington University in St. Louis

## Washington University Open Scholarship

---

Center for Public Health Systems Science

Brown School

---

1-1-2007

### Show Me Health: Clearing the Air About Tobacco Evaluation Instruments

Center for Public Health Systems Science

Stephanie Herbers

Caitlin Ashby

Erin Foster

Rachel Barth

*See next page for additional authors*

Follow this and additional works at: <https://openscholarship.wustl.edu/cphss>

---

#### Recommended Citation

Center for Public Health Systems Science; Herbers, Stephanie; Ashby, Caitlin; Foster, Erin; Barth, Rachel; Moreland-Russell, Sarah; and Luke, Douglas, "Show Me Health: Clearing the Air About Tobacco Evaluation Instruments" (2007). *Center for Public Health Systems Science*. 101.  
<https://openscholarship.wustl.edu/cphss/101>

This Report Tool is brought to you for free and open access by the Brown School at Washington University Open Scholarship. It has been accepted for inclusion in Center for Public Health Systems Science by an authorized administrator of Washington University Open Scholarship. For more information, please contact [digital@wumail.wustl.edu](mailto:digital@wumail.wustl.edu).

---

**Authors**

Center for Public Health Systems Science, Stephanie Herbers, Caitlin Ashby, Erin Foster, Rachel Barth, Sarah Moreland-Russell, and Douglas Luke



*MFH Tobacco Prevention  
and Cessation Initiative*

# **Show Me Health: Clearing the Air About Tobacco**

*Evaluation Instruments*

*Prepared by:*

**Center for Tobacco Policy Research  
Saint Louis University  
School of Public Health**

*August 2007*

# Community Tobacco Survey

## Developed by:

Center for Tobacco Policy Research  
Saint Louis University  
School of Public Health

## Administered by:

Center for Advanced Social Research  
University of Missouri-Columbia

## Administrations:

December 2005-February 2006  
July-September 2006  
October-November 2006

## General health issues

**Q:** In the past 30 days, what public health issues important to you have you seen or heard on TV, radio, billboards, the Internet or in the newspaper?  
*1st, 2nd, & 3rd administrations*

[1] Specify

**Q:** What is your primary source for obtaining health information for yourself or your family? Is it:  
*1st & 2nd administrations*

- [1] Newspapers
- [2] Radio
- [3] Television
- [4] The Internet
- [5] Your doctor
- [6] Friends or family members
- [7] Colleagues/Co-workers, or
- [8] Newsletters/Brochures/Fact sheets?

**Q:** Please tell me whether you strongly agree, somewhat agree, are neutral, somewhat disagree, or strongly disagree with the following statement.  
*1st, 2nd, & 3rd administrations*

Tobacco use is a health concern to you.

- [5] Strongly agree
- [4] Somewhat agree
- [3] Neutral
- [2] Somewhat disagree
- [1] Strongly disagree

## Health issues in Missouri

**Q:** Again, please tell me whether you strongly agree, somewhat agree, are neutral, somewhat disagree, or strongly disagree with the following statements.  
*1st, 2nd, & 3rd administrations*

Tobacco use is a big problem in Missouri.

- [5] Strongly agree
- [4] Somewhat agree
- [3] Neutral
- [2] Somewhat disagree
- [1] Strongly disagree

**Q:** There should be more policies that help reduce the amount of smoking in Missouri.  
*1st, 2nd, & 3rd administrations*

- [5] Strongly agree
- [4] Somewhat agree
- [3] Neutral
- [2] Somewhat disagree
- [1] Strongly disagree

**Q:** Are you aware of any organizations in your community which are working to reduce tobacco use?  
*2nd & 3rd administrations*

- [1] Yes
- [2] No

**Q:** If yes, what are the names of those organizations?

*2nd & 3rd administrations*

[1] Specify

### **Educational and political campaign**

**Q:** Are you aware of an educational campaign addressing the health effects of tobacco and access to healthcare that is occurring in Missouri?

*1st, 2nd, & 3rd administrations*

[1] Yes

[2] No

**Q:** What is the name of the educational campaign? Is it:

*1st, 2nd, & 3rd administrations*

[1] Committee for a Healthy Future

[2] Show Me Health: Clearing the Air about Tobacco

[3] The TRUTH campaign

[4] Missouri Alliance for Health and Justice, or

[5] Citizens for a Tobacco Free Missouri?

**Q:** Are you aware of a political campaign for raising the tax on cigarettes?

*1st, 2nd, & 3rd administrations*

[1] Yes

[2] No

**Q:** What is the name of the political campaign? Is it:

*1st, 2nd, & 3rd administrations*

[1] Committee for a Healthy Future

[2] Show Me Health: Clearing the Air about Tobacco

[3] The TRUTH campaign

[4] Missouri Alliance for Health and Justice

[5] Citizens for a Tobacco Free Missouri?

### **Exposure to tobacco-related issues in the media**

**Q:** In the past 30 days, do you remember reading any local newspaper articles about tobacco-related issues in Missouri?

*2nd & 3rd administrations*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember seeing any local news stories on TV about tobacco-related issues in Missouri?

*2nd & 3rd administrations*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember hearing any local radio interviews or stories about tobacco-related issues in Missouri?

*2nd & 3rd administrations*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember reading any stories in a newsletter you received at home or at work about tobacco-related issues in Missouri?

*2nd & 3rd administrations*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember having any conversations about tobacco-related issues?

*2nd & 3rd administrations*

[1] Yes

[2] No

### **Exposure to Show Me Health messages**

Next, we are going to talk about a series of statements regarding tobacco-related issues in Missouri. I will read each statement and then ask you a series of follow-up questions about it.

*Community Tobacco Survey*

- 1) Every 10% increase in cigarette prices results in a 7% reduction in cigarette use by youth and 4% by adults.
- 2) Every day 26 Missourians die due to tobacco use.
- 3) Missouri ranks 49th with its 17cent cigarette tax and 50th in tobacco prevention spending.
- 4) 23.7% of Missouri high school students smoke whereas the U.S. high school smoking rate is 21.7%.
- 5) In 2002, smoking cost Missouri \$4.3 billion in lost productivity and direct medical costs or \$760 for every man, woman, and child.
- 6) Missouri's adult smoking rate of 24.1% ranks 13th highest among all states.
- 7) For the past six years, Missouri has spent \$0 in state funds for a comprehensive tobacco use prevention and cessation program, ranking us last in the country, although it has received over \$1 billion in Master Settlement payments.

**Q:** In the past 30 days, do you remember seeing or hearing this statement:  
*2nd & 3rd administrations*

- [1] Yes
- [2] No

**Q:** How accurate do feel this statement is? Would you say....  
*2nd & 3rd administrations*

- [5] Highly accurate
- [4] Somewhat accurate
- [3] Neutral
- [2] Somewhat inaccurate
- [1] Highly inaccurate

**Q:** Just as a reminder, the statement again is:  
[repeat statement]  
How easy is this statement to understand?  
*2nd & 3rd administrations*

- [5] Very easy
- [4] Somewhat easy
- [3] Neither easy nor difficult
- [2] Somewhat difficult
- [1] Very difficult

**Q:** Assuming this statement is accurate; would you be more or less likely to vote for an increase in Missouri's tobacco tax?  
*2nd & 3rd administrations*

- [5] Much more likely
- [4] Somewhat more likely
- [3] The same
- [2] Somewhat less likely
- [1] Much less likely

**Q:** Now I would like to talk about an education campaign currently occurring in Missouri. Please tell me whether you strongly agree, somewhat agree, are neutral, somewhat disagree, or strongly disagree with the following two statements.

The Show Me Health: Clearing the Air About Tobacco educational campaign has made me more aware about the impact of tobacco use.  
*1st, 2nd, & 3rd administrations*

- [5] Strongly agree
- [4] Somewhat agree
- [3] Neutral
- [2] Somewhat disagree
- [1] Strongly disagree

**Q:** The Show Me Health: Clearing the Air About Tobacco educational campaign has made me more likely to support an increase on the cigarette tax?  
*1st, 2nd, & 3rd administrations*

- [5] Strongly agree
- [4] Somewhat agree
- [3] Neutral
- [2] Somewhat disagree
- [1] Strongly disagree

**Q:** Have you recently seen the factsheet titled, The Straight Facts about Tobacco and Health from the Show Me Health: Clearing the Air about Tobacco educational campaign?

*1st administration*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember seeing the Show Me Health: Clearing the Air about Tobacco website?

*1st, 2nd, & 3rd administrations*

[1] Yes

[2] No

**Q:** In the past 30 days, do you remember seeing or hearing about the Silenced Voices Project?

*2nd & 3rd administrations*

[1] Yes

[2] No

**Q:** Where did you see or hear about the Silenced Voices project?

*2nd & 3rd administrations*

[1] Website

[2] Newsletter

[3] Flyer/Brochure/Fact Sheet

[4] Newspaper or Magazine

[5] Radio

[6] In a conversation

## Voting & taxation

**Q:** Now I would like to ask you a few questions about taxes in Missouri. In your opinion, are taxes in Missouri generally too high, too low or just right?

*1st, 2nd, & 3rd administrations*

[1] Too high

[2] Too low

[3] Just right

**Q:** Next, please tell me whether you would be very likely, somewhat likely, neutral, somewhat unlikely, or very unlikely to vote to increase taxes for...

*1st & 2nd administrations*

Disease prevention

Transportation

Education

Medical care

The environment

Public safety

[5] Very likely

[4] Somewhat likely

[3] Neutral

[2] Somewhat unlikely

[1] Very unlikely

**Q:** How likely are you to vote in the upcoming November 2006 statewide election?

*1st, 2nd, & 3rd administrations*

[5] Very likely

[4] Somewhat likely

[3] Neutral

[2] Somewhat unlikely

[1] Very unlikely

**Q:** If the election were held today, how would you vote on an amendment to increase the tax on cigarettes? Would you vote...

*1st (not broken out into definitely and probably), 2nd, & 3rd administrations*

[1] Definitely Yes - in favor of the amendment

[2] Probably Yes

[3] Probably No

[4] Definitely No – against the amendment, or

[5] Not vote on the amendment at all?

*Community Tobacco Survey*

**Q:** What is the primary reason you would vote for the amendment?

*1st, 2nd, & 3rd administrations*

[1] Specify

[2] Nothing in particular

**Q:** What is the primary reason you would vote against the amendment?

*1st, 2nd, & 3rd administrations*

[1] Specify

[2] Nothing in particular

**Q:** What is the primary reason you would not vote on the amendment at all?

*1st, 2nd, & 3rd administrations*

[1] Specify

[2] Nothing in particular

**Tobacco use questions**

**Q:** Now I would like to ask you a few questions about your use of tobacco. Have you smoked at least 100 cigarettes in your entire life? For your information, 5 packs are 100 cigarettes.

*1st, 2nd, & 3rd administrations*

[1] Yes

[2] No

**Q:** Do you now smoke cigarettes every day, some days, or not at all?

*1st, 2nd, & 3rd administrations*

[1] Every day

[2] Some days

[3] Not at all

**Q:** During the past 6 months, did you try to quit smoking cigarettes?

*1st, 2nd, & 3rd administrations*

[1] Yes

[2] No

[3] I did not smoke in the past 6 months.

**Q:** During the past 30 days, have you used any of the following tobacco products?

*1st, 2nd, & 3rd administrations*

Chewing tobacco or snuff

Cigars

Bidis

Pipe

Kreteks or clove cigarettes

[1] Yes

[2] No

**Demographic questions**

*1st, 2nd, & 3rd administrations*

How old are you?

What is the highest level of education you have completed?

Do you live...

[1] On a farm

[2] In a rural area but not on a farm

[3] In a small town with less than 10,000 people

[4] In a medium town with between 10,000 and 40,000 people

[5] In a suburb or small city with between 40,000 and 150,000 people

[6] Or, in an urban area with over 150,000 people?

Which county do you live in?

What is your zip code?

Do you consider yourself to be very conservative, somewhat conservative, moderate, somewhat liberal, or very liberal on most political issues?



Which of the following best describes your race...

[1] White

[2] Black/African American

[3] Asian

[4] Native Hawaiian/Other Pacific Islander

[5] American Indian/Alaska Native

[6] Multiracial

[7] Other - Specify

Are you Hispanic or Latino?

Finally, I am going to read you a list of income groups. Please stop me when I reach the category that best estimates your total household income before taxes in 2004. Please include income from all sources for yourself and all other persons living in your household.

Record the Respondent's Gender

If the interviewer is unsure of gender, ask "What is your gender?"

# Qualitative Interview and Focus Group Scripts

**Developed and Administered by:**  
Center for Tobacco Policy Research  
Saint Louis University  
School of Public Health

**Administered:**  
November-December 2006

## ALA/Show Me Health Staff Interview

### Structure & Development of the Campaign

---

- 1) Let's begin by talking about how the campaign evolved over time. First, tell me a little bit about the development of the campaign.

*Probes:*

First few months of campaign  
Start of outreach to communities

- 2) At what point did you feel the campaign had "taken off" and was moving at a steady pace?
- 3) As the campaign was coming to a close, what was the focus?

*Probe:*

How they spent their time

- 4) What adjustments were made to the campaign over time?

*Follow-up:*

Why were these adjustments made?

How effective were the adjustments?

Now I would like to focus on the structure of the campaign. By structure I mean, how the campaign was organized (*e.g.*, regional managers, advocacy committees) to implement its activities.

- 5) How well did the structure of the campaign work?

*Probes:*

Characteristics that worked well

Characteristics of the structure that did not work well

- 6) Thinking of the types of activities and events SMH was involved with, what worked well?

*Follow-up:*

What did not work well?

What were the differences between regions?

- 7) During the time of Show Me Health, the political campaign was also being conducted. How did this affect the implementation of education campaign?

*Probe:*

Challenges

What changes occurred to the educational campaign as a result of the political campaign?

### Campaign Messages

---

Next I would like to talk about the primary messages communicated to the public during the campaign. This is a list of what was identified as the primary messages for the campaign.

- 8) What messages resonated most for the greatest number of people?
- 9) What messages were the least effective?
- 10) Were there messages that seemed to be more effective with specific audiences?

11) What message(s) are missing from this list?

12) Thinking of the techniques or methods used to communicate the messages of the campaign, what methods worked best?

*Follow-up:*

What techniques did not work as well as expected?

13) Overall, how effective was the communication to the public?

*Probe:*

How well they reached the public

*Follow-up:*

What, if anything, would you do differently?

## Resources

We are about half way through the interview. Next I would like to talk about the resources available for the campaign. Resources can include money, people, time, and information used to implement the campaign.

14) How adequate would you say the resources were?

*Follow-up:*

Why do you say they were “”?

(If inadequate) How did you to address this?

*Probe:*

Pursuit of additional resources

## Communication with Stakeholders

Now, I would like to discuss the stakeholders of the campaign and your communication with them. By stakeholder I mean people or organizations that are invested and have a stake in what is achieved through the campaign.

15) How did you disseminate information about the campaign to your stakeholders?

Make sure they talk about the following groups: ALA, MFH, Volunteers

*Follow-up:*

What challenges did you experience in communicating with stakeholders?

16) How would you describe the communication among SMH staff?

*Probes:*

Challenges; what to do differently

## Collaborations

Now, I would like to talk about the agencies or organizations who worked with you on the campaign.

17) What individuals or organizations were the main players in the campaign, either regionally or statewide?

*Probe:*

Anyone taking on leadership roles

*Follow-up:*

How did they contribute to the campaign's efforts?

Who else would you have liked to have involved, but wasn't?

## Environment

Now let's talk about the environment in the state. The state environment can be affected by such factors as the financial climate, political support, and public opinion.

18) What events in the state, if any, occurred that you hadn't anticipated that affected the educational campaign?

*Follow-up:*

What was the effect on the campaign?

How did you respond?

*Qualitative Scripts*

**Summary** \_\_\_\_\_

Now I just have a couple more questions to wrap up our discussion.

- 19) If an organization or foundation was planning on doing a similar campaign, what advice would you give them?
- 20) What else would you like to share, that we didn't already talk about today?

**MFH Focus Group**

**Overall Impression** \_\_\_\_\_

The primary goal of Show Me Health was to educate the public on tobacco use and its devastating impact on health in Missouri. It focused on the social and economic effects of tobacco use in Missouri and was implemented at the same time as the political campaign to increase the tobacco tax.

- 1) What is your overall impression of the Show Me Health campaign?

**Development of Campaign and Structure** \_\_\_\_\_

Next I would like to talk about how the campaign developed over time.

- 2) Thinking back to the beginning, how did you determine Strategy 1 to be one of your top priorities?

*Follow-up:*

Were there any challenges with getting support from the Board or other staff within the Foundation?

What did you do to prepare for this strategy?

- 3) How were you involved in the development and implementation of the campaign?
- 4) How effective was the organizational structure of Show Me Health?

*Follow-up:*

What characteristics of the structure facilitated the campaign?

What characteristics impeded?

- 5) During the Show Me Health campaign there was also the political campaign to increase the tobacco tax going on. How did you see this affecting the implementation of Show Me Health?

*Probe:*

What were the challenges with this?

What precautions did you have to take?

**Environment** \_\_\_\_\_

Now let's talk about the environment in the state. The state environment can be affected by such factors as the financial climate, political support, and public opinion.

- 6) What events occurred in the state that unexpectedly affected Show Me Health?

*Follow-up:*

How did you respond?

**Summary** \_\_\_\_\_

- 7) If other foundations were thinking of funding a similar strategy, what would you tell them?
- 8) The tax did not pass, what challenges do you foresee in the coming year?
- 9) What else would you like to share, that we have not already talked about today?

**Advocacy Committee/ Volunteer Focus Group**

**Impression of the Campaign** \_\_\_\_\_

The Show Me Health campaign began in 2005 with funding from the Missouri Foundation for Health and the Health Care Foundation of Greater Kansas City. The primary goal of the campaign was to educate the public on tobacco use and its devastating impact on health in

Missouri. It focused on the social and economic effects of tobacco use in Missouri. This educational campaign was conducted at the same time as a political campaign to increase the tobacco tax.

- 1) What is your overall impression of the Show Me Health campaign?

### Structure

Now we would like to talk about the structure of the education campaign. By structure we mean how the campaign was organized to implement its activities. For example, there was paid staff (that is Josh Campbell & [name of their region's manager]) as well as volunteers (such as you).

- 2) How effective was the organizational structure of the campaign?

*Probes:*

Characteristics of the structure that facilitated

Characteristics that impeded

*Follow-up:*

What changes would you make to the campaign's organization?

- 3) How did you receive information or updates about the campaign and its progress?

*Follow-up:*

How adequate was this?

- 4) How adequate were the resources for the campaign?

*Probes:*

Money

Information

People

*Follow-up:*

What activities would you have liked to have done if additional resources had been available?

### Campaign Messages

Now let's talk about the messages communicated to the public during the campaign. These were identified by Show Me Health staff as the primary messages of the campaign. I would like to ask you a couple of questions about these messages.

- 5) Which messages resonated most for the greatest number of people?
- 6) Which messages were the least effective?
- 7) What would you change about the campaign's messages?

The messages were communicated in a variety of ways. Through radio interviews, printed in newsletters and letters to the editor, handed out through fact sheets and other materials at community events, etc...

- 8) What were the best methods for communicating the campaign's messages?

*Follow-up:*

How would you communicate the messages differently?

### Political Campaign

- 9) During the Show Me Health campaign there was also the political campaign to increase the tobacco tax going on. How did this affect the implementation of the educational campaign?

*Probe:*

Challenges

### Summary

- 10) If another organization was interested in doing a similar education campaign, what would you tell them?
- 11) What else would you like to share with us?

# Media Analysis Codebook

## Developed and Administered by:

Center for Tobacco Policy Research  
Saint Louis University  
School of Public Health

March 2007

## Demographics

---

**Newspaper ID**-Specific code for the newspaper name.

**Issue Date**-Date the article was published.

**Article ID**-A unique 3-digit numeric code assigned to the article.

**Coder ID**-The first and last initial of the coder.

**Article Name**-Full title of the article.

**Article Type**-Style in which the article was written. The choices are:

1. **Letter to the editor**-A letter sent to a publication typically by a member of the community about issues of concern to its readers.
2. **News Story**- An article that provides information or facts about a topic or event.
3. **Editorial**- A statement or article by a news organization that expresses the opinion of the editor, editorial board, or publisher.

Note: News articles need to have a byline in order to be coded. The byline gives the name, and often the position, of the writer of the article.

**Article Origin**-Where article originated from. The choices are:

1. **National**-The article comes from a national wire service (Associated Press, UPI, Reuters) and is written outside of Missouri.
2. **Local**-The article is written by a local journalist.

**MO Region**-Region of the state where the article was published. The regions are:

1. Central/Northeast
2. Southwest
3. St. Louis
4. Kansas City
5. Southeast
6. Northwest

## Content

---

**Specific Population**- The population(s) specifically identified in the article. The population(s) should be featured in 2 or more paragraphs. The choices are:

(Select all that apply)

1. Youth/young adults (*e.g.*, under 18, 18-25 years)
2. Race/ethnicity (*e.g.*, Hispanic, Asian, African-American)
3. Socioeconomic status (*e.g.*, Medicaid recipients, blue collar workers)
4. Gender (*e.g.*, male, female)
5. Sexual Orientation (*e.g.*, gay, lesbian, transgender)

**Tobacco Issue** - Specific topic featured in the article related to tobacco. Features should be in more than one paragraph unless the article has only one paragraph. The choices are: (Select all that apply):

1. **Tobacco prevention/cessation**-activities (*e.g.*, education) associated with eliminating current and future use of tobacco products.



2. Negative health consequences of tobacco use-adverse health outcomes associated with tobacco use (*e.g.*, secondhand smoke).
3. Smoke-free policies-legal guidelines prohibiting the use of tobacco within a community or organization.
4. Pricing/tax policies-legal guidelines associated with the cost of tobacco products (*e.g.*, excise tax).
5. Other policies-Policies other than smoke-free or pricing/taxing (*e.g.*, youth access).
6. Tobacco industry news-information about tobacco manufacturers.
7. Tobacco litigation/settlement-refers to a legal process/lawsuit associated with tobacco (*e.g.*, MSA).

**Comparison**-Missouri is compared to other states and/or the national average specifically related to tobacco issues (*e.g.*, MO youth smoking is 5% greater than the national average).

0. No
1. Yes

**Position**-The way the tobacco article is presented. The positions are:

0. Anti-tobacco control-information that opposes tobacco cessation and prevention efforts.
1. Neutral-the article provides both points of view.
2. Pro-tobacco control-information that supports tobacco cessation and prevention efforts.

**Statements**-Presence of statements regarding tobacco control that are used to support the article/author's position.

0. No
1. Yes

### General Arguments

- a. Tobacco use (*e.g.*, smoking) leads to negative health consequences
- b. Concerned about secondhand smoke (*e.g.*, secondhand smoke leads to negative health consequences)
- c. Tobacco use by individual or family member/friend
- d. The tobacco industry deceived us (*e.g.*, involved in bad business practices)
- e. States don't spend enough money on tobacco control and prevention; there needs to be an increase in dollars for tobacco control and prevention
- f. There are other problems that need to be addressed other than tobacco use
- g. Tobacco use is legal
- h. Tobacco use is a personal choice/freedom
- i. Tobacco is addictive; people cannot help it
- j. A smoking ban hurts/will hurt businesses

### Tax-Specific Arguments

- k. Should tax those who smoke
- l. The tax will raise general revenue for the state
- m. The tax will pay for tobacco prevention and cessation programs
- n. Tax will pay for other health-related programs
- o. The tax will recover medical expenses associated with tobacco-related disease
- p. The tax will increase prevention/cessation among youth
- q. Increasing the cigarette tax is a way to decrease tobacco use
- r. Should not punish people who are addicted to tobacco
- s. Taxes are high enough/Taxes in general should not be increased
- t. It's not fair to tax a certain group of people
- u. It's a regressive tax
- v. The tax will hurt businesses
- w. The tax money may not go where its intended (*e.g.*, MSA funding misappropriation)

## Media Analysis Codebook

- x. Raising taxes will have no effect on tobacco use
- y. The revenue from the tax will not be enough to cover the promised services (unfunded mandate)

**Source-** Affiliation of persons' represented in the article through direct quotes about tobacco related issues. This variable should not be coded if individuals are strictly paraphrased. (Select all that apply)

- 1. Educational institutions (e.g., university, school district)
- 2. Healthcare provider (e.g., hospital staff)
- 3. Advocacy/outreach groups (e.g., Tobacco-Free Missouri, ALA)
- 4. Community member/citizen
- 5. Government (e.g., County Council, State Legislature)
- 6. Tobacco industry (e.g., tobacco farmer, tobacco lobbyist, tobacco business owner)
- 7. Non-tobacco business/industry (e.g., Wal-Mart, Chrysler)
- 8. No direct quotes about tobacco

**Data-**the way in which data/statistics are presented. The choices are:

- 0. No data provided-there are no data/statistics in article.
- 1. Data with no source-sources are not indicated for data/statistics in article (e.g. 25% of the American population is smokers).
- 2. Data with a source- article indicates sources of data (e.g., according to CDC, 25% of the American population is smokers).

**Political Campaign Name-**Committee for a Healthy Future is mentioned.

- 0. No
- 1. Yes

**Educational Campaign Name-**

Show Me Health: Clearing the Air about Tobacco is mentioned.

- 0. No
- 1. Yes

**Show Me Health Media Messages**

Description of how Show Me Health messages are presented in article. The choices are:

- 0. Neither-The message is not present.
- 1. Paraphrased/Partial- the message is paraphrased or part of the message is included in the article.
- 2. Actual-the message is presented word for word.

**Pricing Elasticity-** Every 10% increase in cigarette prices results in a 7% reduction in cigarette use by youth and 4% by adults.

**Mortality-** Every day 26 Missourians die due to tobacco use.

**MO Ranking-** Missouri ranks 49th with its 17 cent cigarette tax and 50th in tobacco prevention spending.

**Youth Rate-** 23.7% of Missouri high school students smoke whereas the U.S. high school smoking rate is 21.7%.

**Cost Burden-** In 2002, smoking cost Missouri \$4.3 billion in lost productivity and direct medical costs or \$760 for every man, woman, and child.

**Adult Rate-** Missouri's adult smoking rate of 24.1% ranks 13th highest among all states.

**MSA-** For the past six years, Missouri has spent \$0 in state funds for a comprehensive tobacco use prevention and cessation program, ranking us last in the country, although it has received over \$1 billion in Master Settlement payments.

**For more information, please contact:**

Stephanie Herbers, MPH, MSW  
 Evaluation Coordinator  
 Center for Tobacco Policy Research  
 Saint Louis University, School of Public Health  
 herberss@slu.edu  
 314.977.8233  
 http://ctpr.slu.edu