Tips for Teachers: How to talk to your students about Vapor Devices

Teaching tips and information about vapor devices for middle and high school staff and teachers
Introduction

This document was created to assist middle and high school health teachers and prevention/intervention specialists teach students about vapor devices. This document provides information on vapor devices and ways that teachers can integrate this material into lessons based on the standards created for the Washington Health Curriculum (see table below). This is not meant to be a lesson plan or to include all the information available on vapor devices, but rather a starting point for health teachers and prevention/intervention specialists. Schools can also purchase good evidence-based curriculums which address all different aspects of substance use. The Substance Abuse and Mental Health Services Administration (SAMHSA) has a good list of evidence based programs.

http://www.samhsa.gov/nrepp
**Washington State Health Education Standards**

The State of Washington has six topics under the health education standards, one of which is substance use and abuse. The following table details the learning objects for middle and high school for this topic. This table is inserted to guide teachers in their thinking about substance use and abuse lesson planning. To learn more about the other topics please refer to:

http://www.k12.wa.us/healthfitness/Standards.aspx

### Health Education Core Idea: Substance Use and Abuse

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Use and Abuse</strong></td>
<td>Explain the differences between appropriate use, misuse, and use of substances.</td>
<td>Distinguish between substance use, misuse, abuse, dependency, and addiction.</td>
<td>Analyze factors that influence substance use and abuse.</td>
<td>Analyze why individuals choose to use or not use substances.</td>
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<td></td>
<td>Describe laws related to minors accessing substance abuse treatment.</td>
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<tr>
<td>3. <strong>Prevention</strong></td>
<td>Identify how to use refusal skills to avoid substance use.</td>
<td>Demonstrate use of refusal skills to avoid substance use.</td>
<td>Apply refusal skills to avoid substance use.</td>
<td>Predict how a drug-free lifestyle will support achievement of short and long term goals.</td>
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<td>Identify scenarios in which</td>
<td>Assess scenarios in which substances may apply</td>
<td>Demonstrate behaviors and practices to prevent</td>
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<td>substances may be present and determine strategies to avoid exposure and use.</td>
<td>be present and determine strategies to avoid exposure and use.</td>
<td>substance use and improve the health of oneself and others.</td>
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<td></td>
<td>Promote benefits of abstaining from or discontinuing substance use.</td>
<td>Construct a message describing benefits of being drug free.</td>
<td>Create a drug-free message for school.</td>
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<tr>
<td>4. Treatment</td>
<td>Identify valid and reliable substance abuse services.</td>
<td>Describe a situation that calls for professional treatment and substance abuse.</td>
<td>Investigate local services for those affected by substance abuse.</td>
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<tr>
<td>5. Legal Consequences</td>
<td>Identify legal and illegal substances</td>
<td>Understand school policies related to substance possession.</td>
<td>Describe short and long term legal consequences of substance use and the effects on personal goals.</td>
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<td></td>
<td>Analyze valid and reliable information to prevent or treat substance dependency and addiction.</td>
<td>Understand how codependency relates to substance use and abuse.</td>
<td>Compare and contrast school, local, state, and federal laws related to substance possession and use.</td>
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**Recommendations for Teachers**

Most schools have one semester or quarter of health in middle school (different grades for different schools) and one semester of health in high school (almost always 9th grade). Because of this, our report will be split into recommendations for “middle schools” and “high schools.”

The Health District strongly recommends that all substances be combined into one unit. This includes illegal drugs (heroin, cocaine, meth, etc.), alcohol, marijuana, and tobacco products (traditional cigarettes as well as e-cigarettes). The addictive chemicals in these substances affect the brain in similar ways although there are differences in the social acceptability of use (some are legal for adult consumption).

If your school chooses to not use an evidence-based substance abuse program, the health district recommends meeting the following learning objectives specifically for vapor devices. Specific recommendations on how to meet each objective are given below the table.

### Snohomish Health District – Vapor Devices Teaching Targets

<table>
<thead>
<tr>
<th>Topic</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Use and Abuse</strong></td>
<td>Students will identify the basic properties of vapor devices and to explain why they are dangerous.</td>
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<tr>
<td><strong>2. Effect</strong></td>
<td>Students will determine the possible health effects associated with vapor devices. Students will determine the negative effects vapor devices could have on their life.</td>
<td>Students will determine the possible health effects associated with vapor devices and examine the difficulties health officials have in determining their exact health effect. Students will determine the negative effects vapor devices could have on their life.</td>
</tr>
<tr>
<td><strong>3. Prevention</strong></td>
<td>Students will develop refusal skills. Students will examine the concept of social norming and identify the true number of teens their age who choose to vape.</td>
<td>Students will develop refusal skills. Students will examine the concept of social norming and identify the true number of teens their age who choose to vape. Students will identify the ways tobacco/vapor companies target youth.</td>
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</tbody>
</table>
4. **Treatment**

   Students will identify quit resources available for teens and adults.

   Students will identify quit resources available for teens and adults.

5. **Legal Consequences**

   Students will determine the consequences they will face at school for using/possessing a vapor device.

   Students will determine the legal and school consequences they will face for using/possessing a vapor device.

**Middle School:**

1. **Use and Abuse:**

   This section can easily fit in with your discussion of traditional tobacco products. Ensure that you discuss factual information with your students as scare-tactics do not work and the truth is scary enough. In this section discuss:

   - What an e-cigarette is and what it looks like (many teens don’t know)
   - What’s in the e-juice (nicotine, flavoring chemicals, and the base)
   - The secondhand smoke from vapor devices
   - Explosions (optional, but the kids think it’s impressive and it appeals to their sense of immediate risk vs. long-term risk)
   - Some people use vapor devices for other drugs

**Questions to watch out for:**

- Q: What if I put water or something else that’s not e-juice in it (like orange juice or Gatorade)?
  
  A: Health educators are asked this question in every class, regardless of grade. There isn’t a definitive answer because this action has not been studied. If you put water in an e-cigarette it will turn into water vapor and you will inhale it into your lungs. BUT, anything that you are inhaling into your lungs that isn’t air is most likely bad for you.

- Q: Aren’t there some e-juices available that are nicotine free?
  
  A: Yes there are. BUT, 99% of e-juices on the market contain nicotine and even the ones that claim to be “nicotine free” STILL contain nicotine. Currently the manufacturing process for e-juice is not regulated so the nicotine content in products varies widely. Additionally, even if an e-juice is truly “nicotine-free” there are many other chemicals in the e-juice that are still dangerous to inhale (the chemical ingredients in flavorings) and some of these are also addictive.
2. Effect:

Many of the learning objectives under the “effect” topic will be covered under use and abuse and in prevention. The negative health effects can be discussed while discussing the different chemicals found in e-juice. The negative effects on a student’s life (such as wasting money and being ostracized from friends) can be discussed in prevention.

3. Prevention:

One of the most important parts of the prevention topic is to teach refusal skills. Refusal skills are relevant no matter what substance is being discussed, which is why the health district recommends teaching all the substances together. If you need some resources on how to teach a lesson on this, please refer to the resources below:


Another important part of prevention is social norming. Many students vastly overestimate the number of their peers using e-cigarettes or other substances. It’s important to have a discussion about the accurate number of students who are using these products and that comparatively it’s a small number.

- From the 2014 Healthy Youth Survey, 9% of 8th grade students in Snohomish County are currently using e-cigarettes. The Health District will have new data available in the spring of 2017 (and yes an increase is expected). You may be able to get data from your principal or superintendent for just your school district or even your school. If that’s possible use that number instead of the county.
- Definition of Social Norm: Pattern of behavior (perceived or actual) in a particular group, community, or culture accepted as normal and to which an individual tends to conform.
- Our perceptions of our peers’ attitudes and behaviors have a great influence on our attitudes and behaviors. Unfortunately, our perceptions are often wrong. We tend to over-estimate the number of our peers who value and make unhealthy choices and under-estimate the number who value and make healthy choices. Often, in a given group or population of people, most people are making healthy choices but most people believe that their peers are making unhealthy choices because of what they perceive to be “normal” or “acceptable.”

Questions to watch out for:
- Occasionally you will come across a student who simply does not believe the statistic that you present. You can counter this by discussing the way in which the Healthy Youth Survey data is collected – all students in WA take the survey, there is no reason to lie
(completely anonymous), did the student lie on his/her survey? You could also counter this by suggesting that perhaps they are in a friend group that has a higher percentage of users while the rest of the school has almost none.

4. Treatment:

Available treatment options for students should be built into the lesson with other substances. Currently there are no treatment options that specifically focus on e-cigarettes, however many of the traditional cessation programs for cigarettes are appropriate if they are open to youth. Washington State Department of Health has a free quit app which may be more appropriate for younger users (although it has not been tested specifically for youth). Additionally, the Health District has purchased student and teacher manuals for an evidence-based youth quit program “Project Ex.” This program is administered in a group setting over several weeks and requires a designated facilitator. Please contact Jennifer Reid at the Health District if you are interested in this resource.

For other traditional tobacco quit resource please refer to our website:

http://www.snohd.org/Healthy-Living/Smoke-Free-Living

5. Legal Consequences:

Right now, most schools have a suspension policy in place for students caught with a vapor device. The exact policy varies school to school. Please check with your administration if you are not familiar with your school’s policy.

It is illegal for anyone under the age of 18 to possess a vapor device of any kind and doing so could result in a civil infraction which requires community service.

If a student is caught with a vapor device and it is determined to contain marijuana or another drug, the legal consequences are much more severe. A minor caught in possession of marijuana could lose their driver’s license for up to 90 days and it will go on their permanent record which they will have to disclose on job and college applications.

For High School:

1. Use and Abuse:

In an ideal world, students will receive much of the basic information about e-cigarettes in their middle school health curriculum. Eventually, high school health teachers will be able to simply review most of these concepts quickly. Until that point, the same material will be included at both levels to ensure all students cover it. In this section discuss:

- What an e-cigarette is and what it looks like (many teens don’t know)
- What’s in the e-juice (nicotine, flavoring chemicals, and the base)
- The secondhand smoke from vapor devices
- Explosions (optional, but the kids think it's impressive and it appeals to their sense of immediate risk vs. long term risk)
- Some people use vapor devices for other drugs

Additionally, teachers should discuss some of the difficulties in determining the exact health effects of e-cigarettes. Discussion points should include:

- E-cigarettes and e-liquids are relatively new products. It’s too early for us to understand the health effects of these products because more studies need to be conducted.
- Many of the liquids used in e-cigarettes have been approved for use in a liquid form, but there is little to no information available about these liquids inhaled as a vapor. Scientists have not had enough time to do the necessary research to determine their health effects.
- Currently there are no regulations regarding the labeling of ingredients on e-liquids. As a result, there are hundreds of chemicals that may be present in e-liquids with unknown health effects.

Questions to watch out for:

- Q: What if I put water or something else that’s not e-juice in it (like orange juice or Gatorade)?
  A: Health educators get asked this question in every class taught, no matter the age of the students. There isn’t a good answer because no one has ever studied this. If you put water in an e-cigarette it will turn into water vapor and you will inhale it into your lungs. BUT, anything that you are inhaling into your lungs that isn’t air is most likely bad for you.

- Q: Aren’t there some e-juices available that are nicotine free?
  A: Yes there are. BUT, 99% of e-juices on the market contain nicotine and even the ones that say they are “nicotine free” STILL contain nicotine. Currently the manufacturing process for e-juice is not regulated so the nicotine content in products varies widely. Additionally, even if an e-juice is truly “nicotine-free” there are many other chemicals in the e-juice that are still dangerous for you to be inhaling (like the chemicals used to make up the flavorings) and some of these are also addictive.

- Q: Which is worse cigarettes or e-cigarettes?
  A: There is not a good answer to this question. Cigarettes contain 7,000 different chemicals and 45 of those chemicals are known to cause cancer. Unfortunately not much is known about e-cigarettes yet, but early studies are showing harmful effects of e-cigarettes due to chemicals inhaled. Due to lack of regulation, the actual vapor device comes with some risk (catching fire, exploding, etc.).
2. Effect:
   Many of the learning objectives under the “effect” topic will be covered under use and abuse and in prevention. The negative health effects can be discussed while discussing the different chemicals found in a vapor device. The negative effects to a student’s life (such as wasting money and being ostracized from friends) can be discussed in prevention.

3. Prevention:
   One of the most important parts of the prevention topic is to teach students refusal skills. These skills are relevant no matter what the substance is, which is why the Health district recommends teaching all the substances together. If you need some resources on how to teach a lesson on this, please refer to the resources below:
   

   Another important part of prevention is on social norming. Many of the students in schools vastly overestimate the amount of other students using e-cigarettes or other substances. It’s important to have a discussion with them about how many are actually using this substance and that comparatively it’s a small number.

   - From the 2014 Healthy Youth Survey data, 17% of 10th grade students in Snohomish County are currently using e-cigarettes. The Health District will have new data available in the spring of 2017 (and an increase is expected). You may be able to get data from your principal or superintendent for just your school district or even your school. If that’s possible use that number instead of the county. The percent using may seem large, but most teens think 50-70% of students are using e-cigarettes so this number is reassuring to them.

   - Definition of Social Norm: Pattern of behavior (perceived or actual) in a particular group, community, or culture accepted as normal and to which an individual tends to conform.

   - Our perceptions of our peers’ attitudes and behaviors have a great influence on our attitudes and behaviors. Unfortunately, our perceptions are often wrong. We tend to over-estimate the number of our peers who value and make unhealthy choices and under-estimate the number who value and make healthy choices. Often, in a given group or population of people, most people are making healthy choices but most people believe that their peers are making unhealthy choices because of what they perceive to be “normal” or “acceptable.”

   Another important discussion to have in this section is about advertising. Tobacco companies are more restricted on their abilities to advertise but they still find ways to market to youth (sponsoring sports teams and product placement in convenience stores). Vapor companies have
almost no restrictions on advertising and their products are made to directly appeal to teens. An important reminder for teachers – many of the youth today do not know about “big tobacco” and they don’t associate tobacco and vapor companies. Be careful when using these phrases as you may confuse youth. Important points to discuss:

- Why tobacco and vapor companies target youth
  - Their current consumers are dying and they need to replace them with new smokers
  - Youth are more susceptible to addiction
  - If youth become addicted, they may be customers for life (maybe 50+ years)

- Strategies tobacco and vapor companies use to target youth
  - Traditional advertisements (print, TV, radio, etc.) to encourage youth to think they are “cool, sexy, safe, and something everyone does”
  - Celebrity endorsements (youth listen and respond well to celebrities)
  - Sales and promotions (youth have limited money and sales and promotions are ways to get them started)
  - Flavors (the flavorings are created in such a way that they appeal to young people)
  - Movies and video game characters (right now mostly tobacco)

For resources to use when discussing advertising and tobacco or vapor devices please refer to http://tobacco.stanford.edu/tobacco_main/index.php

4. Treatment:

Available treatment options for students should be built into the lesson with other substances. Currently there are no treatment options that specifically focus on e-cigarettes, however many of the traditional cigarette quit options are appropriate if they are open to youth. Washington State Department of Health has a free quit app which may be more appropriate for younger users (although it has not been tested specifically for youth). Additionally, the Health District has purchased student and teacher manuals for an evidence-based youth quit program “Project Ex.” This program is administered in a group setting over several weeks and requires a designated facilitator. Please contact Jennifer Reid at the Health District if you are interested in this resource.

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It is illegal for anyone under the age of 18 to possess a vapor device of any kind and doing so could result in a civil infraction which requires community service.

If a student is caught with a vapor device and it is determined to contain marijuana or another drug, the legal consequences are much more severe. A minor caught in possession of marijuana could lose their driver’s license for up to 90 days and it will go on their permanent record which they will have to disclose on job and college applications.
Everything you need to know about E-cigarettes

Electronic cigarettes, more commonly known as e-cigarettes are battery operated devices designed to deliver a vapor that contains nicotine, flavors, and other chemicals. These devices heat the liquid (commonly called e-juice) using a battery which becomes a vapor that is inhaled by the user.

Electronic Cigarettes can be called many names:
- E-cigs
- E-cigars
- E-hookah
- E-joints
- E-pens
- E-pipes
- Tank systems
- Hookah pens
- Vape pipes
- Vape pens
- MODS
- Tanks
- Electronic Nicotine Delivery Systems (ENDS)

“Vaping” is the act of using an e-cigarette which is similar to smoking traditional cigarettes. There are many different kinds of e-cigarettes which will be discussed in more detail later. In this most common version of the e-cigarette shown above, the flavor cartridge holds about 3 mL of liquid. E-juice can be bought with varying concentrations of nicotine with concentrations from 6 mg/mL to 36mg/mL. A traditional cigarette (depending on brand and type) usually contains about 12 mg of nicotine. As you can see, some of the e-liquid sold has a much higher nicotine content than a traditional cigarette.²
<table>
<thead>
<tr>
<th>Traditional Cigarette</th>
<th>Low-dose E-cig</th>
<th>High-dose E-cig</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 mg nicotine/cig</td>
<td>6 mg/mL</td>
<td>36 mg/mL</td>
</tr>
<tr>
<td>20 cig/pack</td>
<td>15 mL/bottle</td>
<td>15 ml/bottle</td>
</tr>
<tr>
<td>240 mg nicotine/pack</td>
<td>90 mg nicotine/bottle</td>
<td>540 mg nicotine/bottle</td>
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</table>

A study conducted in North Dakota determined that half of the labels on e-juice did not reflect the amount of nicotine contained in the e-juice. In the study, 93 e-juices were analyzed (all purchased in North Dakota); 34% had less than the labeled amount of nicotine and 17% had more. Actual concentrations ranged from 66% less than the labeled amount to 172% over the labeled amount. Additionally, 23 e-juices claimed to be “nicotine-free” yet 43% of those juices were found to have nicotine. This study has serious consequences for the public as many people believe they are using a “lower dose” of nicotine compared to traditional cigarettes when in fact they may not be (or they believe they are using a “nicotine-free” juice). Also, nicotine poisoning is a real problem and buying a juice which is labeled incorrectly and has a much higher concentration can have serious consequences for the user.

E-cigarettes are new to the market and this has limited the time that researchers have to determine the health effects of the chemicals found in e-cigarettes. There is limited information on the kinds of chemicals found in e-cigarettes, the dangers of inhaling these chemicals, the dangers of e-cigarette secondhand smoke, and e-cigarette’s safety when compared to traditional cigarettes. It’s difficult to effectively communicate this challenge to the public and teens when they want answers now.

**E-cigarette Types**

There are 3 main types of e-cigarettes.

1. **Disposable E-cigarettes:** These are the cheapest, most basic kind of e-cigarettes. They look almost identical to regular cigarettes except they contain a battery and LED light on the end. They turn on when a user begins puffing on them. Common brands include blu, Njoy, and Tsunami. The Tsunami is a single cigarette which is sold for $7, contains 6 mg of nicotine, and is advertised as the same as three packs of cigarettes.
2. **Reusable pen**: These are probably the most common e-cigarettes being used. The “vape pen” and e-juice are bought separately. The vape pen can be purchased at vape stores, gas stations and other tobacco retailers as well as on-line. In stores they can be purchased for around $25, online they sell for as low as $10. The pen itself has four main parts: a battery, a heating element or atomizer, a refillable cartridge, and a mouthpiece. The pen also comes with a USB re-charger for the battery. Users are required to buy separate e-juice to fill and use the e-cigarette. These are more popular with people as they can be
“personalized” in the same way someone might decorate their cell phone.

3. **Tanks & MODS:** These are the most expensive form of e-cigarettes. They can range in price from $30 to hundreds of dollars. Usually they are for more “serious” vape users, but youth may have them too. They have larger batteries which heat the liquid to a higher temperature. They are also able to hold a larger amount of liquid.\(^2\) They are also customizable.

**E-liquids or E-Juices:** These are the liquids that users must buy in order to use the last two kinds of e-cigarettes. These liquids are sold in 15 mL containers which is enough to refill a vape about three times (tanks and MODS may hold more). These liquids come in over 7,000 different flavors most of them appealing to small children and teens. The labeling on the e-juice itself is inconsistent and hard to understand. Ingredients are not listed (with exception of nicotine). More information regarding the dangers of the juices will be discussed in later sections.\(^2\)
**E-cigarettes and Youth**

The increase in e-cigarette use among youth has been astounding. In 2012 only 3% of Snohomish County 10th graders reported currently using e-cigarettes compared to 2014 where we see 17% of 10th graders using e-cigarettes. There is a similar increase for 8th and 12th grade as well. The 2016 healthy youth survey is currently in progress but the Health District expects to see another increase in e-cigarette use among youth.

**Percentage of Snohomish County Students Reporting Using E-Cigarettes in the past 30 days**

Another concern is that using e-cigarettes will encourage youth to use other substances, perhaps traditional cigarettes. One study conducted in Los Angeles examined this exact question and found unsettling results. The study followed 9th graders who had never smoked traditional cigarettes but had used e-cigarettes. Students were followed-up at six and twelve month intervals to determine their use of traditional cigarettes. The study found that students who reported using e-cigarettes at the start of the study were three times more likely to start using traditional cigarettes than students who had never used an e-cigarette. A similar study was also conducted in Connecticut which found that e-cigarette using youth were eight times more likely to start using traditional cigarettes than their non e-cigarette using peers.
**E-cigarette Health Effects**

Generally speaking there is limited information available on the safety of e-cigarettes due to their relative recent arrival on the market. Many of the studies conducted have been short-term and often compare traditional cigarettes to e-cigarettes. Much more research is needed to draw conclusive evidence on the safety of e-cigarettes. The following presents the information currently available.

1. **Exploding Batteries**: As of January 2016, there have been approximately 134 published reports of e-cigarette batteries exploding. Victims are presenting with burns from the flames themselves as well as chemical burns from the e-juice. The FDA is currently looking in to proposing guidelines for the batteries to make them safer. Vaping-industry advocates claim it’s just a risk associated with using a lithium-ion battery.  

2. **Nicotine Poisoning**: Nicotine is toxic if ingested in a high enough concentration. Because the e-juice is in a liquid form this facilitates ingestion. For a child a lethal dose is 10-20 ml of e-juice containing nicotine. Children drinking e-juice and becoming sick is occurring at greater frequency. The Washington Poison Center has seen a significant spike in calls for children ages 1-3 for nicotine exposure between 2014-2015. This is due to children drinking their family members’ e-juice. At least 1 child has died from drinking e-juice. There has also been an intentional overdose by a 24 year old woman from drinking e-juice. Additionally, nicotine can be adsorbed through the skin and sicken a child or adult in that way as well.

3. **Chemicals in the e-juice**: Typically only three ingredients are listed on the e-juice container: glycerol, propylene glycol, and nicotine. However analysis has revealed as many as 20 other chemicals in the liquid and aerosol. The effect of these chemicals on the body is unknown as
they have mostly been studied in animals and only for a short duration.\textsuperscript{7} A wide variety of
dangerous chemicals are found in e-juice. One study found vanillin, ethyl vanillin, maltol, ethyl
maltol, benzaldehyde, benzyl alcohol, ethyl butyrate, and ethyl acetate in a variety of e-juice at
an inhalation level of twice the recommended safety level. These chemicals are known causes
of respiratory irritation.\textsuperscript{10} Another study looked for the presence of diacetyl and acetyl
propionyl in e-juice as both chemicals are associated with respiratory disease due to inhalation
(diacetyl causes the respiratory disease known as popcorn lung). Out of the 159 samples
tested, 74% of the samples contained both diacetyl and acetyl propionyl. Half of the samples
tested would expose consumers to levels higher than the set safety limits.\textsuperscript{11}

In addition to the chemicals in the e-juice, studies have also documented the presences
of formaldehyde in the vapor that is emitted. This is most commonly found in the “tank” style
of e-cigarette when set at a high voltage (5V). There is some debate about whether a true user
would actually use this voltage setting. Formaldehyde is a known carcinogen.\textsuperscript{12}

4. \textbf{E-cigarettes and cessation:} The vapor industry is currently promoting e-cigarettes as a way
to quit smoking cigarettes. To date, the limited studies available have mixed results. A few
comparison studies between current smokers who use other cessation aids (or nothing at
all) and those who use e-cigarettes found that using e-cigarettes led to a decrease in
cigarette use. Although other studies found no difference (a cigarette smoker still used the
same amount of cigarettes while using e-cigarettes).\textsuperscript{7} These studies only followed the user
for a short time, long enough to see if the user began vaping. No study followed the user to
see if they switched from cigarettes to e-cigarettes to using to no product at all.

5. \textbf{E-cigarettes and other drugs:} E-cigarettes can and are used for a variety of other drugs.
The most common drug is, of course, marijuana. When someone “vapes” marijuana they
do so by heating up wax/butane hash oil or liquid oil. Vaping marijuana oils requires a
higher temperature and a typical vape pen shown previously will not work. However there
are specific pens designed to only vape marijuana and there are now several modifications a
user can buy which will allow them to vape marijuana using their traditional vape pen.
People choose to vape marijuana because it does not have the same odor as combustible
marijuana and is easier to hide. Also some people view vaping marijuana as healthier
because they believe that it does not have the same particles found in traditional joints
(there is no scientific evidence of this).\textsuperscript{2}
In addition to vaping marijuana, users are vaping other drugs such as spice, K2, Flakka, meth, and heroin. These drugs can be put into the e-juice and “vaped” in public places with no smell or trace unless the vape pens are sent to a forensic lab for testing. Anyone can find discussions of how to put these drugs into e-juice on online discussion boards and YouTube.13,14,15
**E-cigarettes and New Policies**

In the spring of 2016, both Washington State and the FDA issued new regulations regarding vapor products. These regulations are listed in the table below.

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<th></th>
<th>WA State Law</th>
<th>FDA Rule</th>
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<tbody>
<tr>
<td>Advertising</td>
<td></td>
<td>Warning labels required&lt;br&gt;Need FDA approval for health claims (such as smoking cessation aids)</td>
</tr>
<tr>
<td>Age of sale</td>
<td>Must be 18 to buy, possess, purchase, or receive as a gift</td>
<td>Must be 18 to buy, possess, purchase, or receive as a gift</td>
</tr>
<tr>
<td>Child Resistant Packaging</td>
<td>E-juice must now be in child-resistant packaging</td>
<td>Issued guidance on premarket applications for child resistant packaging</td>
</tr>
<tr>
<td>Coupons</td>
<td>No coupons for free vapor products without purchase</td>
<td></td>
</tr>
<tr>
<td>Internet/Mail</td>
<td>Must have proof that the person buying is 18; may only accept credit/debit cards; online retailer must be licensed</td>
<td>No internet sales to minors, but no age verification</td>
</tr>
<tr>
<td>Labeling</td>
<td>E-juice containers must be labeled with the following: a) warning about the harmful effects of nicotine, b) warning to keep the product away from children, c) warning that vaping is illegal for those under 18, d) the amount of nicotine in milligrams per milliliter and total volume of liquid in milliliter</td>
<td>Warning label:&lt;br&gt;<strong>Warning: this product contains nicotine.</strong> <em>Nicotine is an addictive chemical</em></td>
</tr>
<tr>
<td>Licenses</td>
<td>Retailers, distributors, and delivery sellers must have a license.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funds go to the Youth Tobacco and Vapor Products Prevention Account and the Liquor and Cannabis Board</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>anyone who mixes vapor product in their store is now considered a manufacturer and must now receive approval for all products that have been on the market since Feb. 17, 2007.</td>
<td>Labeling still applies to manufacturers</td>
</tr>
<tr>
<td>Penalties</td>
<td>Minors – Class 3 civil penalty (4 hours community service) Retailers - $200 for first offense, $600 for second offense, $2,000 for third offense, $3,000 for fourth offense; license revoked after fifth offense in five years Clerks – gross misdemeanor (criminal penalty) Internet/mail – violations of the consumer protection act with civil penalties of up to $2,000</td>
<td></td>
</tr>
<tr>
<td>Pre-market product approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preemption of Local Ordinances</td>
<td>No local regulation of: promotions, retail sales, licenses, taxes or fees. May regulate outdoor spaces where children congregate</td>
<td></td>
</tr>
<tr>
<td>Sampling &amp; Tasting</td>
<td>Tasting is allowed in licensed, adult-only, retail stores. Only nicotine free is allowed unless the customer consents to try a vapor product with nicotine</td>
<td></td>
</tr>
<tr>
<td>Signs</td>
<td>Retailers must display a sign stating that it is illegal to sell to minors</td>
<td></td>
</tr>
</tbody>
</table>

** This table was prepared using an internal document from DOH.
Conclusion

The Snohomish Health District hopes that this document is helpful to health teachers and prevention/intervention specialists when preparing to discuss vapor devices with students. For further questions or comments, please contact Healthy Communities and Assessment at the Snohomish Health District.

Carrie McLachlan
Program Manager – Health Communities and Assessment
(T) 425-339-8650
(E) cmclachlan@snohd.org

Annie Peterson
Healthy Communities Specialist – Youth Tobacco Prevention Program
(T) 425-339-5279
(E) agpeterson@snohd.org

Jennifer Reid
Healthy Communities Specialist – Youth Tobacco Prevention Program
(T) 425-339-8662
(E) jreid@snohd.org
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