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APPENDICES

APPENDIX 1

NCI MEASURES GUIDE FOR YOUTH TOBACCO RESEARCH

Negative Life Events Inventory

Wills et al.

Brief Description:	This is a 20-item checklist of negative life events based on previous inventories (Newcomb & Harlow, 1986; Wills et al., 1992) of adolescent life events. With each item, adolescents are asked to indicate whether the event had occurred during the previous year, using a dichotomous (yes-no) response scale. The inventory includes 11 events that occurred to family members (e.g., "Somebody in my family had a serious illness") and 9 events that occurred directly to the adolescent (e.g., "I had a serious accident").
Target Population:	Adolescents, grades 7-9
Administrative Issues:	Can be administered in a classroom setting.
Scoring Information:	To obtain a total score, sum the raw scores for all items. A higher score indicates more negative life events. A family events score can be obtained by summing items 1, 2, 3, 5, 6, 7, 8, 10, 14, 18, and 19. An adolescent events score can be obtained by summing items 4, 9, 11, 12, 13, 15, 16, 17, and 20.
Psychometrics:	<p><u>Internal Consistency:</u> Cronbach's alpha for the entire scale ranges from 0.67 to 0.71. Family events scale yielded alphas ranging from 0.58 to 0.62, while the adolescent events scale yielded alphas ranging from 0.50 to 0.54. Family events and adolescent life events scores were correlated 0.41 (6th grade) and 0.46 (7th grade).</p> <p><u>Construct Validity:</u> <u>Substance use level.</u> The total score was significantly associated with substance use level (greater substance use associated with greater negative life events). Adolescent life events score was associated with deviant peer affiliations, and adolescent substance use level. Total life events score was inversely associated with parental supportiveness and adaptive coping/good self-control.</p>
Clinical Utility of Instrument:	This instrument can be used by clinicians to identify stressors and level of stress over the past year.
Research Applicability:	This measure provides a continuous index of life stress, including specific information on personal stress and family-related stressors, among substance abusing adolescents.
Copyright, Cost, and Source Issues:	This measure is freely available and in the public domain.

Source Reference:	<p>Wills, T. A., Cleary, S. D., Filer, M., Shinar, O., Mariani, J., & Spera, K. (2001). Temperament related to early-onset substance use: Test of a developmental model. <i>Prevention Science</i>, 2, 145-163.</p> <p>Wills, T. A., McNamara, G., Vaccaro, D., & Hirky, A. E. (1996). Escalated substance use: A longitudinal grouping analysis from early to middle adolescence. <i>Journal of Abnormal Psychology</i>, 105, 166-180.</p>
Supporting References:	<p>Wills, T. A., Gibbons, F. X., Gerrard, M., & Brody, G. (2000). Protection and vulnerability processes for early onset of substance use: A test among African-American children. <i>Health Psychology</i>, 19, 253-263. [Note: adolescent life and family life events consist of 15 items each in this study]</p> <p>Wills, T. A., Sandy, J. M., & Shinar, O. (1999). Cloninger's constructs related to substance use level and problems in late adolescence: A model based on self-control and coping motives. <i>Experimental and Clinical Psychopharmacology</i>, 7, 122-134. [Note: family life events scale has 10 items in this study]</p> <p>Wills, T. A., Windle, M., & Cleary, S. D. (1998). Temperament and novelty-seeking in adolescent substance use: Convergence of dimensions of temperament with constructs from Cloninger's theory. <i>Journal of Personality and Social Psychology</i>, 74, 387-406. [Note: family life events scale has 10 items in this study]</p>
Author:	Thomas A. Wills, Ph.D.
Contact Information:	<p>Department of Epidemiology and Social Medicine Albert Einstein College of Medicine 1300 Morris Park Avenue Bronx, New York 10461 Email: wills@aecom.yu.edu</p>
	<p>*Newcomb, M.D., & Harlow, L. L. (1986). Life events and substance use among adolescents. <i>Journal of Personality and Social Psychology</i>, 51, 564-577.</p> <p>Wills, T.A., Vaccaro, D., & McNamara, G. (1992). The role of life events, family support, and competence in adolescent substance use: A test of vulnerability and protective factors. <i>American Journal of Community Psychology</i>, 20, 349-374.</p>

Negative Life Events Inventory

Instructions: Here are some things that may happen in people's lives. Read each one and check a space, Yes or No, to show whether this happened for you during the past year.

DURING THE PAST YEAR:	Yes	No
1. My family moved to a new home or apartment.	_____	_____
2. Somebody in my family had a serious illness.	_____	_____
3. My parents got separated or divorced.	_____	_____
4. I got disciplined or suspended from school.	_____	_____
5. My parents argued a lot.	_____	_____
6. Somebody in my family had a serious accident.	_____	_____
7. I had a lot of arguments with my parents.	_____	_____
8. My father/mother lost his/her job.	_____	_____
9. I had a serious illness.	_____	_____
10. I got a new stepfather/stepmother.	_____	_____
11. I broke up with my boy/girl friend.	_____	_____
12. I got bad grades in school.	_____	_____
13. I got into trouble with the police.	_____	_____
14. My parents had problems with money.	_____	_____
15. I had a serious accident.	_____	_____
16. I didn't get into a group or team that I wanted to be in.	_____	_____
17. I had trouble with my weight or physical appearance.	_____	_____
18. Someone in my family was arrested.	_____	_____
19. A new person joined our household (a child, a grandparent, stepbrother or sister, or other).	_____	_____
20. Some people that I used to be friends with don't pay attention to me anymore.	_____	_____

Negative and Positive Affect Scales

Wills et al.

Brief Description:	This is a 24-item self-report questionnaire that assesses positive and negative affect over the last month. Response options are on a 5-point Likert scale with the following anchors: not at all true, a little true, somewhat true, pretty true, and very true. This measure is comprised of items from previous research on affective structure (Watson & Tellegen, 1985; Zevon & Tellegen, 1982) and consists of two scales. The Negative Affect Scale (12 items) includes items on negative affective states, lack of perceived control, negative self-concept, and pessimism. The Positive Affect Scale (12 items) includes items on positive affect, positive perceived control, positive self-regard, and optimism.
Target Population:	Adolescents, ages 11-16 years.
Administrative Issues:	Can be administered in a classroom setting.
Scoring Information:	Sum the raw scores for items in each scale. Negative Affect Scale items: 1, 2, 3, 5, 6, 10, 11, 12, 17, 18, 20, and 21. Positive Affect Scale items: 4, 7, 8, 9, 13, 14, 15, 16, 19, 22, 23, and 24.
Psychometrics:	<p><u>Internal Consistency (Cronbach's alpha)</u> Negative Affect Scale: ranged from 0.88 - 0.91 over 4 assessment points Positive Affect Scale: ranged from 0.83 - 0.90 over 4 assessment points</p> <p><u>Construct Validity data:</u> <u>Correlations with substance use level:</u> Negative affect: $r = 0.23, 0.18$; Positive affect: $r = -0.17, -0.11$</p> <p><u>Substance use problems:</u> Positive and negative affect in 9th grade predicted substance use problems in 10th grade ($p < .01$) with 9th grade substance use level controlled. Positive and Negative affect scores identified as moderators between substance use level and substance use problems. Higher negative affect strengthened the relationship between level and problems. Higher Positive affect scores reduced the relationship between level and problems.</p> <p><u>Smoking:</u> Negative affect was significantly associated with an increase in smoking over 3 years.</p> <p><u>Coping skills:</u> Correlations with active coping/good control and avoidant coping/poor control: Negative affect was significantly correlated with a measure of avoidant coping ($r = 0.46, 0.50$). Positive affect was significantly correlated with a measure of active coping ($r = 0.54, 0.55$).</p> <p><u>Test-retest data for the Negative Affect Scale:</u> $r = 0.57$ for one year interval; 0.50 for 2-year interval; 0.43 for 3-year interval. <u>Test-retest data for the Positive Affect Scale:</u> $r = 0.37$ for 1-year; $r = 0.38$ for 2-year; and $r = 0.30$ for 3-year.</p>

Clinical Utility of Instrument:	This measure can assess recent affective experiences in adolescents, which has relevance for their coping, substance use, and substance use problems. May help to identify adolescents who would particularly benefit from affect and coping-oriented interventions.
Research Applicability:	This measure can be used to identify the role of affect in adolescent substance abuse, and can be used as a predictor of smoking, other substance use problems, and coping.
Copyright, Cost, and Source Issues:	This measure is freely available in the public domain.
Source Reference:	Wills, T.A., Sandy, J.M., Shinar, O., & Yaeger, A. (1999). Contributions of positive and negative affect to adolescent substance use: Test of a bidimensional model in a longitudinal study. <i>Psychology of Addictive Behaviors</i> , 13(4), 327-338. Wills, T.A., Sandy, J.M., & Yaeger, A. (2002). Moderators of the relationship between substance use level and problems: Test of a self-regulation model in middle adolescence. <i>Journal of Abnormal Psychology</i> , 111, 3-21.
Supporting References:	Wills, T.A., Sandy, J.M., & Yaeger, A.M. (2002). Stress and smoking in adolescence: A test of directional hypotheses with latent growth analysis. <i>Health Psychology</i> , 21, 122-130. [Note: reports on negative affect scale only].
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	*Watson, D., & Tellegen, A. (1985). Toward a consensual structure of mood. <i>Psychological Bulletin</i> , 98, 219-235. Zevon, M.A., & Tellegen, A. (1982). The structure of mood change. <i>Journal of Personality and Social Psychology</i> , 43, 111-122.

Negative and Positive Affect Scales

Instructions: Below are some words that may describe how you felt during the last month. Read each one and circle a number (from 1 to 5) to show if you felt this way.

- | | |
|---------------------|-----------------|
| 1 = Not at all true | 4 = Pretty true |
| 2 = A little true | 5 = Very true |
| 3 = Somewhat true | |

During the last month I felt:

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| 1. tense | 1 | 2 | 3 | 4 | 5 |
| 2. afraid | 1 | 2 | 3 | 4 | 5 |
| 3. dissatisfied with things | 1 | 2 | 3 | 4 | 5 |
| 4. cheerful | 1 | 2 | 3 | 4 | 5 |
| 5. weak | 1 | 2 | 3 | 4 | 5 |
| 6. sad | 1 | 2 | 3 | 4 | 5 |
| 7. healthy | 1 | 2 | 3 | 4 | 5 |
| 8. satisfied with things | 1 | 2 | 3 | 4 | 5 |
| 9. enjoyed things | 1 | 2 | 3 | 4 | 5 |
| 10. worried | 1 | 2 | 3 | 4 | 5 |
| 11. hostile | 1 | 2 | 3 | 4 | 5 |
| 12. nervous | 1 | 2 | 3 | 4 | 5 |
| 13. interested in things | 1 | 2 | 3 | 4 | 5 |
| 14. happy | 1 | 2 | 3 | 4 | 5 |
| 15. alert | 1 | 2 | 3 | 4 | 5 |
| 16. confident about things | 1 | 2 | 3 | 4 | 5 |
| 17. irritated | 1 | 2 | 3 | 4 | 5 |
| 18. angry | 1 | 2 | 3 | 4 | 5 |
| 19. strong | 1 | 2 | 3 | 4 | 5 |
| 20. depressed | 1 | 2 | 3 | 4 | 5 |
| 21. upset | 1 | 2 | 3 | 4 | 5 |
| 22. friendly | 1 | 2 | 3 | 4 | 5 |
| 23. had a lot of energy | 1 | 2 | 3 | 4 | 5 |
| 24. relaxed | 1 | 2 | 3 | 4 | 5 |

Depressive Symptoms

Choi, Patten, Gillin, Kaplan, & Pierce.

Brief Description:	This six-item self-report measure, adapted from Kandel and Davies (1982), assesses six depressive symptoms experienced during the past twelve months. This measure provides a brief index of depressive symptoms; it does not yield a diagnosis of depression.
Target Population:	Adolescents, between ages 12-18 years.
Administrative Issues:	This measure was administered over the phone to adolescents at their homes.
Scoring Information:	Responses to items are summed to produce an overall depressive symptoms score that ranges from 6 to 24 points. These scores are increased by 10 to produce a new range of 16 to 34 points. Adolescents who achieve a score of 29 or greater are defined as having notable depressive symptoms. Using this cut-off score, 15% of the teens were identified as having notable depressive symptoms. This rate is consistent with the rate of depressive symptomatology obtained by Kandel and Davies (1982).
Psychometrics:	Cronbach's alpha for the entire scale was 0.72.
Clinical Utility of Instrument:	This index can help in tailoring smoking cessation treatment by identifying adolescents who have notable depressive symptoms.
Research Applicability:	Given the co-occurrence of smoking and depressive symptoms, this brief measure of depressive symptoms may be useful in smoking research as a predictor of treatment response, or as a covariate in outcome analyses.
Copyright, Cost, and Source Issues:	No charge for use.
Source Reference:	Choi, W.S., Patten, C.A., Gillin, J.C., Kaplan, R.M., & Pierce, J.P. (1997). Cigarette smoking predicts development of depressive symptoms among U.S. adolescents. <i>Annals of Behavioral Medicine</i> , 19, 42-50.
Supporting References:	None
Contact Author:	J. P. Pierce, Ph.D.
Contact Information:	Cancer Prevention and Control Program Cancer Center Mail Code 0901 University of California, San Diego La Jolla, CA 92093-0901
	Kandel, D.B. & Davies, M. (1982). Epidemiology of depressive mood in adolescents. <i>Archives of General Psychiatry</i> , 39, 1205-1212.

Depressive Symptoms

These next questions are about social activities, your family, your health, and things that may affect your health. First I'm going to ask you some questions about your general attitudes. For each question, please indicate whether the situation happens "often", "sometimes", "rarely" or "never."

	<u>Often</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
1. During the past <u>12 months</u> , how often have you . . .				
1a. felt too tired to do things? Would you say	1	2	3	4
1b. had trouble going to sleep or staying asleep?	1	2	3	4
1c. felt unhappy, sad, or depressed?	1	2	3	4
1d. felt hopeless about the future?	1	2	3	4
1e. felt nervous or tense?	1	2	3	4
1f. worried too much about things?	1	2	3	4

Note: This scale has to be reversed to make more scores equal to higher depression. Otherwise, the calculation in the guide (“Adolescents who achieve a score of 29 or greater are defined as having notable depressive symptoms.”) does not work. I have checked with NCI and they referred me to Dennis Trinidad, Ph.D., MPH, Cancer Prevention and Control Program, University of California at San Diego.

Here is the response:

“From your description, it certainly sounds like the scale is coded backwards. With our adolescent tobacco surveys using similar questions in California, we use the same coding for the response choices... but when needed, we reverse code them to make higher scores equal more depressed (we do not add 10 because ours is a somewhat different scale). In your case, it sounds like you should reverse code the scale prior to adding the 10.”

I wrote back to NCI again and there have been no response.

APPENDIX 3

Expenditure

The following was the total expenditure for my thesis.

No.	Items	Unit cost	Cumulative Amount in US \$
1.	Air-fare for Bangkok-Paro (Bhutan)-Bangkok for data collection	US \$ 450	450
2.	Stationeries	US \$ 50	50
3.	Mass production of questionnaires	US \$ 100	100
4.	Refreshment during the training of four assistants (lumpsum)	US \$ 100	100
5.	Cost for engaging four assistants for 11 days each including the training time @ BTN 500 per day per person	500 x4 x 11 = BTN 22,000	484
6.	Travel cost for self for supervision during data collection	BTN 2,000	44
7.	Thesis preparation (layout, printing copies, binding into books, etc.)	Bhats 10,660	260
		Total	1,488

APPENDIX 4

Self-Administered Questionnaire

ID No.....

Questionnaire on *doma* chewing practice in schools

I. Socio-demographic information		Code
1	What Grade are you studying in? (PLEASE CIRCLE THE APPROPRIATE ANSWER) a. Grade 7 b. Grade 8 c. Grade 9 d. Grade 10 e. Grade 11	7 - 11
2	What is your sex? (PLEASE CIRCLE) a. Male b. Female	M = 0 F = 1
3	How old are you? (PLEASE CIRCLE) a. 10 years old b. 11 years old c. 12 years old d. 13 years old e. 14 years old. f. 15 years old. g. 16 years old. h. 17 years old. i. 18 years old. j. 19 years old k. 20 years old l. 21 years old m. 22 years old n. 23 years old o. 24 years old p. 25 years old q. (_____ years old)	

II. Peers, Family, and Teacher			Code
4	Do any of your grand-parents, parents, step-parents, or guardians with whom you live in Thimphu now chew <i>doma</i> ?	Yes	1
		No	2
5	Do you have any older brothers or sisters?	Yes	1
		No	2
6	Do your older brothers or sisters chew <i>doma</i> ?	Yes	1
		No	2
7	Does any of your best friends who are male chew <i>doma</i> ?	Yes	1
		No	2
8	Does any of your best friends who are female chew <i>doma</i> ?	Yes	1
		No	2
9	Do any of your teachers chew <i>doma</i> ?	Yes	1
		No	2
III. Socio-economic Information			Code
10	Does your father speak and write fluently in English?	Yes	1
		No	2
11	Does your mother speak and write fluently in English?	Yes	1
		No	2
12	If you are not staying with parents in Thimphu, does the guardian (uncle or aunt, etc.) with whom you are staying presently speak and write fluently in English?	Yes	1
		No	2

13	PLEASE CIRCLE THE OCCUPATION OF YOUR FATHER FROM THE GIVEN LIST. <i>If the list does not contain your father's occupation, please enter the name of the occupation under Others in the last row.</i>	
	Group 1: Royal family, <i>Lyonpo</i> , Deputy Minister, Ambassador, Secretary, Deputy Secretary, Red-scarf Dasho, Director, Secretary to any Royal family members, Army Chief, Police Chief, Chief Justice, <i>Thrimpons</i> , Assembly Speaker.	SWG
	Group 2: Manager in Government Office, Manager in Private Office, Project Manager, Project Officer, Doctor, <i>Drungtsho</i> , Pilot, Immigration Officer, Police Officer, Army Officer, Planning Officer, Financial Officer, Accounts Officer, Statistical Officer, Administrative Officer, Engineer, Agricultural Officer, Revenue Officer, Dasho <i>Ramjams</i> , School Head Teacher, Big Private Contractor.	WC
	Group 3: Clerk, Private secretary, PA, Accountant, pharmacist, typist, health worker, nurse, technicians, record keeper, teachers, small business contractors.	BC
	Group 4: Shopkeeper, computer repair shops, weaver, chef, canteen owners, gardener, ward-boy, watchman (night guard), mechanic, pipe fitter, driver, constructor, farmer, painter, tailor, wood carver, slate carver.	SE
	Others (please specify (_____ _____ _____)	

14	PLEASE CIRCLE THE OCCUPATION OF YOUR MOTHER FROM THE GIVEN LIST. <i>If the list does not contain your Mother's occupation, please enter the name of the occupation under Others in the last row.</i>	
	Group 1: Royal family, <i>Lyonpo</i> , Deputy Minister, Ambassador, Secretary, Deputy Secretary, Red-scarf Dasho, Director, Secretary to any Royal family members, Army Chief, Police Chief, Chief Justice, <i>Thrimpons</i> , Assembly Speaker.	SWC
	Group 2: Manager in Government Office, Manager in Private Office, Project Manager, Project Officer, Doctor, <i>Drungtsho</i> , Pilot, Immigration Officer, Police Officer, Army Officer, Planning Officer, Financial Officer, Accounts Officer, Statistical Officer, Administrative Officer, Engineer, Agricultural Officer, Revenue Officer, Dasho <i>Ramjams</i> , School Head Teacher, Big Private Contractor.	WC
	Group 3: Clerk, Private secretary, PA, Accountant, pharmacist, typist, health worker, nurse, technicians, record keeper, teachers, small business contractors.	BC
	Group 4: Shopkeeper, computer repair shops, weaver, chef, canteen owners, gardener, ward-boy, watchman (night guard), mechanic, pipe fitter, driver, constructor, farmer, painter, tailor, wood carver, slate carver.	SE
	Others (please specify (_____ _____ _____)	

15	If you are not staying with parents in Thimphu, PLEASE CIRCLE THE OCCUPATION OF YOUR GUARDIAN (UNCLE or AUNT, ETC.) WITH WHOM YOU ARE STAYING PRESENTLY FROM THE GIVEN LIST. <i>If the list does not contain your Guardian's occupation, please enter the name of the occupation under Others in the last row.</i>	
	Group 1: Royal family, <i>Lyonpo</i> , Deputy Minister, Ambassador, Secretary, Deputy Secretary, Red-scarf Dasho, Director, Secretary to any Royal family members, Army Chief, Police Chief, Chief Justice, <i>Thrimpons</i> , Assembly Speaker.	SWC
	Group 2: Manager in Government Office, Manager in Private Office, Project Manager, Project Officer, Doctor, <i>Drungtsho</i> , Pilot, Immigration Officer, Police Officer, Army Officer, Planning Officer, Financial Officer, Accounts Officer, Statistical Officer, Administrative Officer, Engineer, Agricultural Officer, Revenue Officer, Dasho <i>Ramjams</i> , School Head Teacher, Big Private Contractor.	WC
	Group 3: Clerk, Private secretary, PA, Accountant, pharmacist, typist, health worker, nurse, technicians, record keeper, teachers, small business contractors.	BC
	Group 4: Shopkeeper, computer repair shops, weaver, chef, canteen owners, gardener, ward-boy, watchman (night guard), mechanic, pipe fitter, driver, constructor, farmer, painter, tailor, wood carver, slate carver.	SE
	Others (please specify (_____ _____ _____)	

IV. Culture		Code	
16	The language used in your family is <i>mainly</i> (PLEASE TICK AGAINST ONE THAT IS MOST APPROPRIATE). 1. <i>Bumthap/Trongsap/Khengkha</i> 2. <i>Lhotshamkha or Nepali</i> 3. <i>Nalongkha or Dzongkha</i> 4. <i>Sharchogp/ Kurtoe</i> 5. Others (specify)	1	
		2	
		3	
		4	
V. Use of Tobacco		Code	
17	Do you chew tobacco? (PLEASE CIRCLE)	Yes	1
		No	2
18	Do you smoke? (PLEASE CIRCLE)	Yes	1
		No	2

VI. Affects						Code
19	<p><i>Instructions: Below are some words that may describe how you felt during the last month. Read each one and circle a number (from 1 to 4) to show if you felt this way.</i></p> <p><i>1 = Not at all true</i> <i>2 = A little true</i> <i>3 = Pretty true</i> <i>4 = Very true</i></p>					
19.1	During the last month you felt tense	1	2	3	4	
19.2	During the last month you felt afraid	1	2	3	4	
19.3	During the last month you felt dissatisfied with things	1	2	3	4	
19.4	During the last month you felt weak	1	2	3	4	
19.5	During the last month you felt sad	1	2	3	4	
19.6	During the last month you felt worried	1	2	3	4	
19.7	During the last month you felt hostile	1	2	3	4	
19.8	During the last month you felt nervous	1	2	3	4	
19.9	During the last month you felt irritated	1	2	3	4	
19.10	During the last month you felt angry	1	2	3	4	
19.11	During the last month you felt depressed	1	2	3	4	
19.12	During the last month you felt upset	1	2	3	4	

VII. Mental Health					Code
20	<p><i>Instruction: For each question, please indicate whether the situation happens</i></p> <p><i>1 = Never</i> <i>2 = Rarely</i> <i>3 = Sometimes</i> <i>4 = Often</i></p>				
	DURING THE PAST ONE YEAR	SCALE			
20.1.	How often have you felt too tired to do things?	1	2	3	4
20.2	How often have you had trouble going to sleep or staying asleep?	1	2	3	4
20.3	How often have you felt unhappy, sad, or depressed?	1	2	3	4
20.4	How often have you felt hopeless about the future?	1	2	3	4
20.5	How often have you felt nervous or tense?	1	2	3	4
20.6	How often have you felt worried about things?	1	2	3	4

VIII. Stressors				Code
21	<i>Instructions: Here are some things that may happen in people's lives. Read each one and tick in the space, Yes or No, to show whether this happened for you during the past one year.</i>			
	DURING THE PAST ONE YEAR	YES	NO	
21.1	My family moved to a new home or apartment			
21.2	Somebody in my family had a serious illness			
21.3	My parents got separated and divorced			
21.4	My parents argued or quarreled a lot			
21.5	Somebody in my family had a serious accident			
21.6	My father/mother lost his/her job			
21.7	My parents had problems with money			
21.8	Someone in my family was arrested			
21.9	A new person joined our household (a child, a grandparent, stepbrother, stepsister, or any other person)			
21.10	I had a serious illness			
21.11	I had a serious accident			
21.12	I got a new step-father/step-mother			
21.13	I broke up with my boyfriend/girlfriend			
21.14	I got bad grades (marks) in school			
21.15	I got suspended from school on disciplinary ground			
21.16	I got into trouble with the police			
21.17	I had a lot of arguments with my parents or guardians			
21.18	I didn't get into a group or team that I wanted to be in			
21.19	I had trouble with my weight or physical appearance			
21.20	Some people that I used to be friends with don't pay attention to me anymore			

IX. <i>Doma</i> Use and Non-use		Code
	<p>Note: You are a <i>doma</i> user if you chew any of the following:</p> <ol style="list-style-type: none"> 1. Traditional <i>Doma-Paney</i> and <i>Tsuney</i> 2. <i>Doma</i> alone or with <i>Tsuney</i> 3. <i>Mithra Paan</i>, <i>Sada Paan</i>, <i>Zarda Paan</i>, etc. from <i>Paan</i> shops. 4. Dry <i>Supari</i> 5. Factory manufactured ready-made sachets (<i>Sakila</i>, <i>Pan Parag</i>, etc.). 6. Any other products that has betel nut in it. 	
22	<p>How old were you when you first tried <i>doma</i>? (PLEASE TICK ONE APPROPRIATE ANSWER.)</p> <ol style="list-style-type: none"> a. I have never chewed <i>doma</i>. b. 7 years old or younger. c. 8 or 9 years old. d. 10 or 11 years old. e. 12 or 13 years old. f. 14 or 15 years old. g. 16 or 17 years old. h. 18 years or older. 	
23	<p>During the past one year, how often did you chew <i>doma</i>? (PLEASE TICK ONE APPROPRIATE ANSWER.)</p> <ol style="list-style-type: none"> a. I have never chewed <i>doma</i>. b. I have chewed <i>doma</i> only on rare occasions. c. I have chewed <i>doma</i> on only on special occasion. d. I have chewed <i>doma</i> quite regularly but not daily. e. I have chewed <i>doma</i> daily. 	

24	<p>What kind of <i>doma</i> preparation did you usually prefer? (TICK ONLY ONE RESPONSE.)</p> <ul style="list-style-type: none"> a. I have never chewed <i>doma</i>. b. No usual brand. c. Traditional <i>doma</i>, <i>paney</i> and <i>tsuney</i>. d. <i>Doma</i> alone or with <i>tsuney</i>. e. <i>Mithra Paan</i>, <i>Sada Paan</i>, <i>Zarda Paan</i>, etc. from <i>Paan</i> shops. f. Dry <i>supari</i>. g. Factory manufactured ready-made sachets (<i>Sakila</i>, <i>Pan Parag</i>, etc.). h. Any other (please specify). 	
25	<p>Where do you usually chew <i>doma</i>? (TICK ONE APPROPRIATE ANSWER.)</p> <ul style="list-style-type: none"> a. I have never chewed <i>doma</i>. b. At home. c. At school. d. At friends' houses. e. At social events. f. In public places (e.g., parks shopping centres, street corners, etc.) g. Others. 	
26	<p>Did you ever make an effort to stop chewing <i>doma</i>? (TICK ONE APPROPRIATE ANSWER.)</p> <ul style="list-style-type: none"> a. I have never chewed <i>doma</i>. b. I have not made an effort to stop <i>doma</i> till now. c. Yes, I made an effort and I have not chewed <i>doma</i> for more than 30 days now. d. Yes, I made an effort but I started chewing <i>doma</i> again. 	

27 (TICK ONE APPROPRIATE ANSWER.)

- a. I have never chewed *doma*.
- b. I have not made an effort to stop *doma*.
- c. I made an effort to stop but I started chewing *doma* again.
- d. I have stopped chewing *doma* for 1-3 months now.
- e. I have stopped chewing *doma* for 4-11 months now.
- f. I have stopped chewing *doma* for more than one year now.
- g. I have stopped chewing *doma* for more than two years.
- h. I have stopped chewing *doma* for more than 3 years or more now.

X. Immediate Motives for <i>Doma</i> Use						Code
28	<p><i>Instructions: Here are some things that people have said about chewing doma. Read each one and circle a number from (1-4) to show what you think. (If you have never chewed doma, you can skip this part of the questionnaire.)</i></p> <p><i>1 = Not at all true</i> <i>2 = A little true</i> <i>3 = Pretty true</i> <i>4 = Very true</i></p>					
28.1	Chewing <i>doma</i> helps you fit in with other people	1	2	3	4	
28.2	Chewing <i>doma</i> makes it easier to be sociable with others	1	2	3	4	
28.3	Chewing <i>doma</i> helps you to enjoy a party	1	2	3	4	
28.4	Chewing <i>doma</i> makes a social get-together more fun	1	2	3	4	
28.5	Chewing <i>doma</i> makes you feel more energetic	1	2	3	4	
28.6	Chewing <i>doma</i> helps you concentrate on things	1	2	3	4	
28.7	Chewing <i>doma</i> makes you feel more self-confident	1	2	3	4	
28.8	Chewing <i>doma</i> makes you feel more sure of yourself	1	2	3	4	
28.9	You can chew <i>doma</i> when there is nothing better to do	1	2	3	4	
28.10	<i>Doma</i> chewing is something to do when you are bored	1	2	3	4	
28.11	You forget worries when you chew <i>doma</i>	1	2	3	4	
28.12	When you are feeling tense and nervous, <i>doma</i> chewing helps you calm down	1	2	3	4	
28.13	<i>Doma</i> chewing helps you when you are feeling angry	1	2	3	4	
28.14	<i>Doma</i> chewing helps you feel more relaxed	1	2	3	4	
28.15	<i>Doma</i> chewing cheers you up when you are in a bad mood	1	2	3	4	

APPENDIX 5

**Authority from the Secretary, Ministry of Education,
Royal Government of Bhutan.**

དཔལ་ལྷན་འབྲུག་གཞུང་།
ཤེས་རིག་ལྷན་ཁག་།
ཐིམ་ཕུ།



**ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION
THIMPHU : BHUTAN
P.O. BOX NO. 112**

Ref. No. MOE/2004/ 2236

15th November 2004.

To,
Norbu Wangchuk
Chulalongkorn University
Bangkok.

Dear Norbu,

This has reference to your letter of 27th October 2004 to carry out a study on the practice of eating betel nut among adolescent students in Thimphu. I would like to inform you that it would be a useful study and the Ministry of Education would have no objection to interviewing a selected number of students in Secondary Schools in Thimphu. We would appreciate if you could share the result of your study with us.

With regards.

Yours sincerely,

(Pema Thinley)
SECRETARY

CURRICULUM VITAE

A. PERSONAL PARTICULARS

1. Name : Norbu Wangchuk
2. Date of birth : 9 May 1962
3. Marital status : Married
4. Contract address : C/o WR Bhutan, WHO, P.O. Box 175, Thimphu, Bhutan.

B. EDUCATION AND TRAINING

1. Bachelor of Arts (BA), North-East Hill University, Shillong, India in 1983.
2. Qualified in Administrative Cadre during the National-level Civil Service Examination in 1985 with second position in the order of merit.
3. Undertaken the National Training Course on Project Preparation and Planning held in Thimphu from 15 September to 1 October 1986 which was jointly organized by ESCAP and the Royal Institute of Management in Thimphu, Bhutan.
4. Undertaken the First International Course on Community-Based Training Programme for HFA through Basic Minimum Needs Approach held in Korat, Thailand from 10 December 1988 to 19 January 1989 which was jointly organized by the Ministry of Public Health and the Foundation for Quality of Life.
5. Undertaken an orientation and training in the computer software, *WR Management System* with Administrative Officers from the Region at the WHO South-East Asian Region in New Delhi from 25 to 31 August 1991.
6. Attended a general briefing on Programme, Budget, and Administration matters and also a computer training at the WHO South-East Asia Regional Office and the India WR's Office in New Delhi from 17 to 27 January 1995.

C. WORKSHOP / SMINARS

1. Regional Regional Consultation on Violence Against Women and the Role of Health Sector, Yangon, Myanmar, 12-15 January 2001.
2. Attended the International Forum for Senior Executives Facing New Challenges in Health, Bangkok, 11-20 December, 2000.

3. Intercountry Workshop Project Planning Formulation Skill Development and Mobilization of External Resources for Health Development, Kathmandu, Nepal 22-26 January 2001.
4. Advanced Negotiation Workshop, 11-13 February 2002, Bangkok, Thailand. This workshop was organized by WHO-SEARO with experts from Conflict Management Group (CMG), The Roger Fisher House, 9 Waterhouse Street, Cambridge, MA 02138 USA (617) 354-5444.

C. PROFESSIONAL EXPERIENCE

1. Community Health Service Organizer in the field under Save the Children Federation (USA) in Gaylegphu, Bhutan from 1 April 1984 to 15 February 1985.
2. Trainee Officer in the Ministry of Social Services (presently the Ministries of Health & Education) from 1 April 1985 to 31 March 1986.
3. Assistant Programme Officer for Health Division in the Ministry for Social Services from 1 April 1986 to 31 March 1989.
4. Headmaster, Adult Education in Health and Languages, Thimphu (part-time) from 1 May 1985 till 31 March 1988.
5. Administrative Officer for the Ministry of Health and Education and honorary coordinator and focal person for UNESCO Programmes in Bhutan from 1 April 1989 to 31 March 1991.
6. Undertaken a study tour to WRs' Offices in Sri Lanka and Indonesia from 4 to 26 August 1992 to learn the management systems prevailing in those.
7. National Program Officer (NPO), WHO Country Office in Thimphu, Bhutan from 1 April 91 to 31 May 1997.
8. National Professional Officer for Administration and Programs, WHO Country Office in Thimphu, Bhutan from 1 June 1997 till date.
9. Attended the Regional Conference on the Establishment of Field-Level Demonstration and Training Units in Science and Technology, a UNESCO/UNDP Project RAS/090 from 4-6 December 1990 held at the Science Teacher Training Center, University of Philippines, Quezon City, Philippines.
10. Meeting of Programme Development and Management Officer in SEA Region, Bangkok, Thailand, 25-27 November 2002.