

**Public Health and Community Interventions:
Psychology 6352 (CRN 17514), Fall 2015
Instructor: Lawrence D. Cohn**

Time: Tuesdays & Thursdays, 10:30 a.m. – 11:50 a.m.

Place: Hudspeth Hall, Room 114

Office hours: M & W 10:30 a.m. – 12:00 p.m. or by appointment
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This course will review empirical evaluations of behavioral and community interventions designed to influence health promoting and health damaging behaviors. Many of these reviews are a product of the Cochrane Collaboration, the Task Force on Community Preventive Services (established by the U.S. Department of Health and Human Services), and individual investigators. The seminar has a practical bent, seeking to help seminar participants identify health related interventions that could be successfully implemented by schools, hospitals, companies, governmental agencies, and other groups or institutions that may eventually seek the expertise of seminar participants. We will examine the efficacy of programs that address a range of health related issues, including high risk sexual behaviors, teen pregnancy, tobacco use, cancer screening, alcohol initiation, binge drinking, motor vehicle safety, oral health, vaccination rates, sunscreen use, and lifestyle changes (including eating habits and exercise routines). We will try and determine which programs work, with whom, and under what conditions. We will also assess the expected effect size associated with each type of intervention. Finally, we will try and identify common elements of successful interventions that have been developed to address a range of health behaviors. Development of the seminar has been guided by a specific goal: enabling seminar participants to respond, relatively quickly, to potential requests for identifying and implementing interventions that reduce health threats confronting community members (e.g., falls among the elderly, non-use of sunscreen by children, binge drinking among college students, tobacco use at worksites). I built flexibility into the seminar, so we can add or delete topics of inquiry depending upon the specific interests of seminar participants this semester and their long term goals.

The course will rely on quantitative reviews of many different interventions and thus some knowledge of meta-analysis is expected. I will spend the first few classes reviewing basic meta-analytic techniques, models, effect size indices and strategies for interpreting coefficients. The latter introduction will provide the ground work for interpreting meta-analytic reviews of intervention strategies (e.g., fear appeals, media campaigns, motivational interviewing, school-based prevention programs) that target a range of health damaging and health promotion behaviors.

Each week we will address a specific topic (a tentative schedule is outlined below). Each week one seminar participant will be designated as the 'primary reviewer' of findings reported in the readings; the 'primary reviewer' will provide seminar participants

with an overview of the research findings and key issues related to specific health threats and behaviors; one additional seminar participant each week will be designated as the 'secondary reviewer' (similar to grant reviews, although here we are reviewing summaries of research rather than primary research). The latter seminar participants will guide the weekly discussions but all seminar participants are expected to participate in the discussions. **Thus all seminar participants are expected to complete all of the readings each week and be prepared to discuss the assigned material. The seminar is not designed as a lecture course.**

Course grades will be determined on the basis of three short papers approximately 5 pages in length (each contributing 25% of your grade) and seminar participation (25% of your grade). Please note that I am very attentive to the clarity of presentation of ideas within seminar papers, and thus I expect your papers to be carefully crafted. Five page papers are often more difficult to draft than 15 page papers due to space limitations and the need to express your ideas concisely (which means you need to really understand the material).

The tentative dates for each topic of discussion are provided on the following pages.

Required Articles :

I will distribute articles for class discussion, including chapters from a 2005 volume edited by Zaza, S., Briss, P.A., & Harris, K.W. entitled "The guide to community preventive services: What works to promote health" (New York: Oxford University Press). All of the latter materials will be available in the main office for you to reproduce or in pdf format that I will share with you. A partial and tentative listing of course readings is provided below.

Tentative Schedule of Topics and Readings:

August 25	Introduction, Evidence Based Reviews, & Meta-Analysis
August 27	Topic: Meta-Analysis
September 1	Topic: Meta-Analysis
September 3	Topic: Meta-Analysis, and Overview of Behavioral Interventions
September 8	Topic: Drug Use and Abuse
September 10	Topic: Drug Use and Abuse
September 15	Topic: Drug Use and Abuse
September 17	Topic: Drug Use and Abuse

September 22 Topic: Alcohol Use and Abuse

September 24 Topic: Editorial Review of Seminar Paper #1

September 29 Topic: Alcohol Use and Abuse

October 1 Topic: Smoking Initiation and Cessation

October 6 Topic: Smoking Initiation and Cessation

October 8 Topic: Sexual Behavior, STD's, and Pregnancy

October 13 Topic: Sexual Behavior, STD's, and Pregnancy

October 15 Topic: Motor Vehicle Risk Behaviors

October 20 Topic: Motor Vehicle Risk Behaviors

October 22 Topic: Mass Media Campaigns & Fear Appeals for Promoting Health

October 27 Topic: Mass Media & Internet Interventions for Promoting Health

October 29 Topic: Mass Media Interventions & Internet Interventions
for Promoting Health

November 3 Topic: Editorial Review of Seminar Paper #2

November 5 Topic: Sunscreen Use, Cancer Screening

November 10 Topic: Exercise and Eating

November 12 Topic: Exercise and Eating

November 17 Topic: Oral Health

November 19 Topic: Vaccinations & Immunizations

November 24 Topic: Open

November 26: NO CLASS: THANKSGIVING

December 1 Topic: Open

December 3 Topic: Editorial Review of Seminar Paper #3

Meta-Analysis:

Ioannidis, J.P.A. (2010). Meta-research: the art of getting it wrong. *Research Synthesis Methods*, 1, 169-184.

Borenstein, M., Hedges, L.V., Higgins, J.P.T., Rothstein, H.R. (2010). A basic introduction to fixed-effect and random effects models for meta-analysis. *Research Synthesis Methods*, 1, 97-111.

Hedges, L.V., & Becker, B.J. (1986). Statistical methods in the meta-analysis of research on gender differences. In J.S. Hyde & M.C. Linn (Eds) *The psychology of gender*. Baltimore: Johns Hopkins University Press.

Hedges, L.V. (2007). Meta-analysis. In C.R. Rao & S. Sinharay (Eds.) *Handbook of Statistics*, Vol. 26, 919-953. Oxford: Elsevier.

Overview:

Vinck, J., Oldenburg, B., & von Lengerke, T (2004). Health Psychology and public health-bridging the gap. *Journal of Health Psychology*, 9, 5 - 12.

Murphy, S., & Bennett, P. (2004). Health psychology and public health: theoretical possibilities. *Journal of Health Psychology*, 9, 13 - 26.

Editorial. (2004). Cochrane systematic reviews: time for an introduction and appraisal. *Drug and Alcohol Dependence*, 73, 217 - 218.

Johnson, B.T., Scott-Sheldon, L.A.J., & Carey, M.P. (2010). Meta-synthesis of health behavior change meta-analyses. *American Journal of Public Health*, 100, 2193-2198 (plus on line appendices).

Drug use:

Ringwalt, C., Vincus, A.A., Hanley, S., Enett, S.T., Bowling, J.M., Rohrbach, L.A. (2009). The prevalence of evidence-based drug use prevention curricula in U.S. middle schools in 2005. *Prevention Science*, 10, 33-40.

Gorman, D.M., & Huber, J.C. (2009). The social construction of "evidence-based" drug prevention programs: a reanalysis of data from the drug abuse resistance education (DARE) program. *Evaluation Review*, 33, 396-414.

Gandhi, A.G., Murphey-Graham, E., Petrosino, A., Chrismer, S.S., & Weiss, C.H. (2007). The devil is in the details: examining the evidence for "proven" school-based drug abuse prevention programs. *Evaluation Review*, 31, 43-74.

Gorman, D. M., & Huber, J.C. (2007). The creation of evidence in 'evidence-based' drug prevention: a critique of the Strengthening Families Program Plus Life Skills Training evaluation. *Drug and Alcohol Review*, 26, 585-593.

Ennett, S. T., Tobler, N.S., Ringwalt, C.L., & Flewelling, R.L. (1994). How effective is drug abuse resistance education: a meta-analysis of project DARE outcome evaluations. *American Journal of Public Health*, 84, 1394 - 1401.

West, S.L., & O'Neal, K.K. (2004). Project D.A.R.E. outcome effectiveness revisited. *American Journal of Public Health*, 94, 1027-1029.

Tobler, N.S. (2000). Lessons learned. *Journal of Primary Prevention*, 20, 261-274.

Tobler, N.S., Roona, M.R., Ochshorn, P., Marshall, D.G., Streke, A.V., & Stackpole, K.M. (2000). School-based adolescent drug prevention programs: 1998 meta-analysis. *Journal of Primary Prevention*, 20, 275-336.

Gottfredson, D.C., & Wilson, D.B. (2003). Characteristics of effective school-based substance abuse prevention. *Prevention Science*, 4, 27 - 38.

Ennett, S.T., Ringwalt, C.L., Thorne, J., Rohrbach, L.A., Vincus, A., Simons-Rudolph, A., & Jones, S (2003). A comparison of current practice in school-based substance use prevention programs with meta-analysis findings. *Prevention Science*, 4, 1 - 14.

Hansen, W.B. (2002). Program evaluation strategies for substance abuse prevention. *Journal of Primary Prevention*, 22, 409 - 436.

Springer, J.F., Sale, E., Hermann, J., Sambrano, S., Kasim, R., & Nistler, M. (2004). Characteristics of effective substance abuse prevention programs for high risk youth. *Journal of Primary Prevention*, 25, 171-194.

Dusenbury, L. (2000). Family based drug abuse prevention programs: a review. *Journal of Primary Prevention*, 20, 337-352.

Cuijpers, P. (2002). Effective ingredients of school based drug prevention programs: a systematic review. *Addictive Behaviors*, 27, 1009 - 1023.

Elias, M.J., Gager, P., Leon, S. (1997). Spreading a warm blanket of prevention over all children: guidelines for selecting substance abuse and related prevention curricula for use in the schools. *Journal of Primary Prevention*, 18.

Botvin, G.J. (2000). Preventing drug abuse in schools: social and competence enhancement approaches targeting individual level etiologic factors. *Addictive Behaviors*, 25, 887 - 897.

Bray, B.R. (2000). Approaches to substance use prevention utilizing school curriculum plus social environment change. *Addictive Behaviors*, 25, 861 - 885.

Marlatt, G.A., & Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: health promotion, prevention, and treatment. *Addictive Behaviors*, 27, 867-886.

Schinke, S., Brounstein, P., & Gardner, S. (2002). Science-based prevention programs and principles, 2002. DHHS Publication No. (SMA) 03-3764. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.

Center for Substance Abuse Prevention (2002). Comparison matrix of science-based prevention programs: a consumer's guide for prevention professionals. U.S. Dept of Health and Human Services.

SAMHSA Model Programs. SAMHSA Model Programs: Compare model programs. http://www.modelprograms.samhsa.gov/matrix_all.cfm.

Alcohol use and abuse:

Foxcraft, DR, Ireland, D., Lowe, G., & Green, R. (2002). Primary prevention for alcohol misuse in young people. *The Cochrane Database of Systematic Reviews*.

Larimer, M.E., & Cronce, J.M. (2002). Identification, prevention, and treatment: a review of individual-focused strategies to reduce problematic alcohol consumption by college students. *Journal of Studies on Alcohol*, Supplement No. 14, 148 - 163.

Alcohol Use and Driving:

Shults, R.A., Elder, R.W., Sleet, D.A. et al (2001). Reviews of evidence regarding interventions to reduce alcohol impaired driving. *American Journal of Preventive Medicine*, 21, 66 - 87.

Motor Vehicle Occupant Protection:

Johnston, J.J., Hendricks, S.A., & Fike, M. (1994). Effectiveness of behavioral safety belt interventions. *Accident Analysis and Prevention*, 26, 315-323.

Hagenzieker, J., Bijleveld, F.D., & Davidse, R.J. (1997). Effects of incentive programs to stimulate safety belt use: a meta-analysis. *Accident Analysis and Prevention*, 29, 759 - 777.

Tobacco Use:

Zaza, S., Briss, P.A., & Harris, K.W. (2005). The guide to community preventive services: What works to promote health. New York: Oxford University Press. Chapter 1.

Weihe, S., Garrison, M., Christakis, D., et al. (2005). A systematic review of school-based smoking prevention trials with long-term follow-up. *Journal of Adolescent Health*, 36, 162-169.

Bruvold, W.H. (1993). A meta-analysis of adolescent smoking prevention programs. *American Journal of Public Health*, 83, 872 - 880.

Thomas R. (2002). School based programmes for preventing smoking. *The Cochrane Database of Systematic Reviews*.

Prochaska, J.J., Delucchi, K., & Hall, S.M. (2004). A meta-analysis of smoking cessation interventions with individuals in substance abuse treatment or recovery. *Journal of Consulting and Clinical Psychology*, 72, 1144-1156.

Sowden, A., Arblaster, L., & Stead, L. (2003). Community interventions for preventing smoking in young people. *The Cochrane Database of Systematic Reviews*.

Murphy-Hoefer, R., Griffith, R., Pederson, L. et al. (2005). A review of interventions to reduce tobacco use in colleges and universities. *American Journal of Preventive Medicine*, 28, 188 - 200.

Stead, L.F., Lancaster, T., & Perera, R. (2003). Telephone counseling for smoking cessation. *The Cochrane Database for Systematic Reviews*.

Unintended Pregnancy, AIDS, and High Risk Sexual Behaviors

DiCenco, A., Guyatt, G., & Griffith, W.L. (2002). Interventions to reduce unintended pregnancies among adolescents: systematic review of randomized controlled trials. *British Medical Journal*, 324, 1 - 9.

Kim, N., Stanton, B., Li, X., Dickersin, K., & Galbraith, J. (1997). Effectiveness of the 40 adolescent AIDS-risk reduction interventions: a quantitative review. *Journal of Adolescent Health*, 20, 204 - 215.

Prendergast, M.L., Urada, D., & Podus, D. (2001). Meta-analysis of HIV risk reduction interventions within drug abuse treatment programs. *Journal of Consulting and Clinical Psychology*, 69, 389 - 405.

Card, J.J. (1999). Teen pregnancy prevention: Do any programs work? *Annual Review of Public Health*, 20, 257-285.

Mass Media and Internet Interventions:

Witte, K., & Allen, M. (2000). A meta-analysis of fear appeals: implications for effective public health campaigns. *Health Education & Behavior*, 27, 591-615.

Randolph, W., & Viswanath, K. (2004). Lessons learned from public health mass media campaigns: marketing health in a crowded world. *Annual Review of Public Health*, 25, 419 - 437.

DeJong, W., & Winsten, J.A. (1998). *The media and the message: lessons learned from past public service campaigns*. Washington, D.C.: National Campaign to Prevent Teenage Pregnancy.

Motivational Interviewing:

Lundahl, B.W., Kunz, C., Brownell, D.T., & Burke, B.L. (2010). A meta-analysis of motivational interviewing: twenty-five years of empirical studies. *Research on Social Work Practice*, 20, 137-160.

Lundahl, B., & Burke, B.L. (2009). The effectiveness and applicability of motivational interviewing: a practice friendly review of four meta-analyses. *Journal of Clinical Psychology*, 65, 1232-1245.

Burke, B.L., Arkowitz, H., & Menchola, M. (2003). The efficacy of motivational interviewing: a meta-analysis of controlled clinical trials. *Journal of Consulting and Clinical Psychology*, 71, 843-861.

Prevention: General Discussions:

Wandersman, A., & Florin, P. (2003). Community interventions and effective prevention. *American Psychologist*, 58, 441-448.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: principles of effective prevention programs. *American Psychologist*, 58, 449-456.

Bond, L.A., & Hauf, A.M. Carmola (2004). Taking stock and putting stock in primary prevention: characteristics of effective programs. *Journal of Primary Prevention*, 24, 199-221.