

E33.2410

COMMUNITY BASED HEALTH INTERVENTIONS

FALL 2007

Professor:

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Lectures: Tuesdays, 4:55-6:35
Location: Waverly, Room 433
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COURSE OVERVIEW

This course engages students in assessing, describing, selecting and evaluating community based health interventions. It traces the origins of community based approaches to improving health, examines the evolution of such approaches, and introduces students to the health promotion theories that underlie some of the most well-known community based health interventions. It considers the elements of such interventions and examines the debate about their effectiveness. In the second half of the course, students examine a variety of public health interventions addressing current health issues in the US today, focusing on factors influencing the design of interventions, the choice of methods selected, methods for assessing the magnitude of change effected by the intervention, and ethical and political issues raised by the interventions.

COURSE LEARNING OBJECTIVES

By the conclusion of the course, students will be able to:

1. Describe examples of community-based interventions designed to address current public health problems.
2. Identify basic principles that underlie the choice of health interventions, and evaluate their strengths and limitations.
3. Critically analyze and evaluate the choice of program design, target populations, evaluation and effectiveness of health interventions.
4. Describe the principal organizational and political barriers to the design, implementation and evaluations of community health interventions.
5. Identify the principal ethical issues involved in community health interventions.

COURSE ASSIGNMENTS AND REQUIREMENTS

This course will rely heavily on class participation, discussions and written assignments. The following items will be used to assess students' progress in meeting the above course objectives. This course requires that you do the reading as scheduled, in advance of class. Details regarding the course requirements will be reviewed in class.

BLACKBOARD QUESTIONS

During the first half of the course, questions will be posted by the instructor on Blackboard under “Discussion Boards” and will relate to the readings for the next class period. All students must respond. Each student is to choose one question and post their response on Blackboard for others to read. Students are expected to come ready to discuss all questions during the next class period.

Responses are due by 5pm on the Monday before the next class.

REFLECTIONS ABOUT THE READINGS

Each student will choose a public health topic from the second part of the course to address in a 3-5 page double spaced paper, due the day the readings are to be discussed. These are due to me in class the day the readings and the topic are discussed. The paper should briefly summarize the issues raised in the readings, and reflect on key issues, areas for critique, unanswered questions, or ideas for further consideration. Students are encouraged to think about issues raised in part 1 of the course. These will be graded on the clarity of the presentation of ideas.

In class that evening, students who have turned in papers on the topics will be expected to present the ideas or questions they have discussed in their papers to the class. You should be prepared to give a brief summary of the paper you have just turned in, and present ideas to discuss. You may coordinate with others in the class who are also turning in their reflections on the readings to choose complementary issues to discuss.

MIDTERM EXAM

An in-class mid term exam will be given on October 23rd. The exam will require students to demonstrate acquisition of the class material presented to date, allowing students to combine both the presented material and their own critical reflection.

OP-ED ON CHRONIC DISEASE

Students must prepare a 750 -1000 word op-ed piece, due to me on November 6, via email, by 7pm sharp. In the op-ed, students must identify the health problem, the risks to a population, and develop an argument that advocates for a community-based approach to addressing the problem – in contrast to other approaches (such as increasing access to health care, providing health insurance) or increasing health services). Students should rely on the chronic disease readings as background. Note that the syllabus includes a link to a series on diabetes that the New York Times ran in 2005 and you may choose to respond to this series, or choose another as your “hook” for beginning your op-ed. Examples of “good” op-eds will be distributed in class two weeks previously.

CLASS PARTICIPATION

Attendance, contribution to class discussion, and preparedness with the assigned readings will be evaluated as part of class participation. Sign-in sheets for class will be collected each week. Students are expected to come to each class having read the assigned articles and ready to add to the dialogue. The emphasis in class will be on discussion and debate. Participation in such discussions is essential.

FINAL PAPER

The final paper will take the form of a 8-page (double spaced) professional memo focusing on community-based interventions for a health topic of choice in New York City, or another area of the student’s choice. The purpose of the final project is to use the knowledge gained during the

semester regarding community based health in a practical application. The memo should be written to a city or county health commissioner (indicate which in addressing the memo), with appropriate professional language, spelling etc. It must contain the following:

- Brief introduction to the health topic (distribution of the disease, populations affected, major risk factors)
- Identification of a community in which to work, and some of the strengths/assets and challenges to working in that community
- A concise presentation and summary of existing interventions (from the literature)
- A rationale for a community based approach (to deal with this problem in this community specifically)
- A brief description of some of the key elements of a community based health intervention you have in mind
- References

We will discuss the format at greater length in class.

By October 30th, students must submit one paragraph via email to me describing their topic of choice for approval.

GRADING

Final grades will be determined by:

- Class participation: in-class participation, blackboard assignments (25%)
- Reflection on the readings (15%)
- Op-Ed (15%)
- Mid-term exam (20%)
- Final paper/project (30%)

COURSE EXPECTATIONS

- Everyone is expected to attend class and be on time. Please let me know in advance if you will need to miss or attend only part of a class.
- Submit all assignments on time. Your grade will drop one letter grade for each day an assignment is late. Exceptions will be granted in rare occasions, but only if you speak to me BEFORE the due date. Extensions will not be granted on or after the due date. Papers cannot be emailed to me EXCEPT for the op-ed. NO OTHER EMAIL SUBMISSIONS WILL BE ACCEPTED.
- Readings assigned for each class are to be completed BEFORE class. There are 6 days between classes – plan ahead. Don't wait until the night before to begin the readings. It is reasonable to expect up to 100 pages of reading per week so plan accordingly. I cannot stress enough my expectation that you do the reading for class diligently.
- Please turn off cell phones during class.
- Professional and graduate level of writing – if you feel writing is a weakness, please visit the NYU Writing Center at 269 Mercer Street, 2nd floor, or see us for additional resources.
- There is a 'no tolerance policy' for any form of plagiarism. There are numerous online resources to prevent plagiarism and can be found on Blackboard for this course. If uncertain, ask. Plagiarism can result in failure of the course.

- Please adhere to page limits for papers and for the op-eds. Double space your pages, use half inch margins, and 10 point type. Adhering to the page limits generally means you will have to cut from your first draft, so plan accordingly!

BLACKBOARD

Blackboard will be used extensively throughout the semester for assignments, announcements, readings, communication, and exams. Students are expected to have an activated NYU account and check Blackboard several times each week, especially before the next class.

COURSE OUTLINE

Date	Topic	Assignment Due
Part I		
September 4	Overview of the course; Communities and Health	
September 11	Achievements and Shortfalls of Early CBHIs	Blackboard Assignment (post by 5pm Sept 10)
September 18	Theories and CBHIs	
September 25	Types of CBHIs, their characteristics, and settings	<i>Sign up for reflections on the readings</i>
October 2	APHA film festival	Blackboard Assignment (post by 8pm October 3)
October 9	Community Capacity, Community Coalitions and Community Participation	Blackboard Assignment (post by 5pm October 8)
October 16	Evidence and Evaluation of CBHIs	
Part II		
October 23	In class midterm	
October 30	Injury and Violence	** reflections on the readings <i>Email topic for final paper</i>
November 6	Chronic Disease (no class)	op-ed due
November 13	Substance Abuse: Tobacco, Drugs and Alcohol	** reflections on the readings
November 20	HIV/AIDS	** reflections on the readings
November 27	Environmental Health (guest discussant: Dan Kass, NYC Asst Commissioner for Environmental Health)	** reflections on the readings
December 4	Mental Health/ The Future of Community Based Health Interventions	** reflections on the readings
December 11		Final Paper Due

REQUIRED READINGS

Text

- Zaza S, Briss PA, Harris KW (eds). *The Guide to Community Preventive Services: What Works to Prevent Health?* Oxford University Press, New York, NY. 2005.

Additional Readings and Publications (available on Blackboard):

Sept. 4 Communities and Health

- Jewkes R, Murcott A. Meanings of Community. *Soc Sci Med* 1996;43(4):555-563. [8]
- Merzel C, D’Afflitti J. Reconsidering community-based health promotion: promise, performance and potential. *Am J Public Health*. 2003;93:557-574. [14]
- World Health Organization: Declaration of Alma-Ata 1978. International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978. Available online at http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf.
- World Health Organization: The Ottawa Charter for Health Promotion. 1986. Available online at http://www.wpro.who.int/NR/rdonlyres/798A711D-DC30-4E27-8DD6-19561EB969CC/0/ottawa_charter.pdf.
- Organizations, Communities and Society: Models and Interventions (Chapter 6, Pages 250-264). In: *Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences*. Committee on Health and Behavior: Research, Practice and Policy, Board on Neuroscience and Behavioral Health. 2001. National Academy Press. Available online at <http://www.nap.edu/catalog/9838.html>.
- Noar, S. A 10-Year Retrospective of Research in Health Mass Media Campaigns: Where Do We Go From Here? *Journal of Health Communication*, 2006;11:21-42.
- Thompson B, Coronado G, Snipes SA, Puschel K. Methodologic advances and ongoing challenges in designing community-based health promotion programs. *Annu Rev Public Health* 2003;24:315-40.

Sept. 11 Achievements and Shortfalls of Early Community Based Health Interventions

- Shea S., Basch CE. A Review of Five Major Community Based Cardio-vascular Disease Prevention Programs. Part I: Rationale, Design, and Theoretical Framework. *American Journal of Health Promotion* 1990 4(3):203-13
- Shea S., Basch CE. A Review of Five Major Community Based Cardio-vascular Disease Prevention Programs. Part II: Intervention strategies, evaluation methods, and results. *American Journal of Health Promotion* 1990 4(4):279-87
- Vartianinen, E. et al Twenty-Year Trends in Coronary Risk Factors in North Karelia and in Other Areas of Finland. *International Journal of Epidemiology* 1994 23(3):495-504.
- McAlister A. Theory and Action for Health Promotion: Illustrations from the North Karelia Project. *American Journal of Public Health* 1982, 72 (1)43-50.
- Puska, P. et al. The Community-Based Strategy to Prevent Coronary Heart Disease: Conclusions from the Ten Years of the North Karelia Project. *Annual Review of Public Health*. 1985 6:147-93.

- Mittelmark, Maurice B.; Hunt, Mary K.; Heath, Gregory W.; Schmid, Thomas L. Realistic Outcomes: Lessons from Community-Based Research and Demonstration Programs for the Prevention of Cardiovascular Diseases. *Journal of Public Health Policy*.1993. 4, 4: 437-462.
- Fortmann, SP, Varady AN. Effects of a Community-wide Health Education Program on Cardiovascular Disease Morbidity and Mortality: The Stanford Five-City Project. *American Journal of Epidemiology* 2000 152 (4): 316-324.
- US Department of Health and Human Services (1995). Planned approach to community health (PATCH): Guide for the local coordinator. Atlanta, GA: Centers for Disease Control and Prevention. Online at <http://www.cdc.gov/nccdphp/patch/index.htm>. CHAPTER 5 ONLY [19]

Sept 18

Theories and CBHIs

- Chapman Walsh D, Rudd R, Moeykens BA, Moloney TW. Social marketing for public health. *Health Affairs*, 1993;Summer:104-119. [14]
- Randolph W and Viswanath K. Lessons learned from public health mass media campaigns: marketing health in a crowded media world. *Annu Rev Public Health*. 2004;25:419-37. [14]
- National Cancer Institute. Theory at a Glance: A Guide for Health Promotion Practice. U.S. Department of Health and Human Services. 2005.
- McLeroy, KR, Bibeau, D, Steckler A, Glanz K. An Ecological Perspective on Health Promotion Programs. *Health Education Quarterly*. 1988;15(4):351-377.

Sept 25

Types of CBHIs, their characteristics and settings

- Shickle D and Chadwick R. The ethics of screening: is ‘screeningitis’ an incurable disease? *J of Med Ethics* 1994;20:12-18. [6]
- Keller LO, Schaffer MA, Lia-Hoagberg B, Strohschein S. Assessment, program planning, and evaluation in population-based public health practice. *J Public Health Management Practice*. 2002;8(5):30-43. [12]
- Kegler MC and Miner K. Environmental health promotion interventions: considerations for preparation and practice. *Health Education and Behavior* 2004;31(4):510-525. [12]
- Katz DL. Representing your community in community-based participatory research: differences made and measured. *Preventing Chronic Disease* 2004;1:1-4. [4]
- Shediak-Rizkallah MC and Bone LR. Planning for the sustainability of community-based health programs: conceptual frameworks and future directions for research, practice and policy. *Health Ed Research*. 1998;13(1):87-108.
- Sorensen, G., Emmons K, Hunt MK, Johnston, D. Implications of the Results of Community Intervention Trials. *American Journal of Public Health*. 1988, 19: 379-416.
- Nicholas Freudenberg, Diana Silver, Jennifer Carmona, Daniel Kass, Brick Lancaster and Marjorie Speers. “Health Promotion in the City: A Structured Review of the Literature on Interventions to Prevent Heart Diseases, Substance Abuse, Violence and HIV infection in US metropolitan areas, 1980 – 1995. *Journal of Urban Health* 2000.

- Clover K, Redman S, Forbes J, Sanson-Fisher R, Callaghan T. Two sequential randomized trials of community participation to recruit women for mammographic screening. *Preventive Med.* 1996;25:126-134.

Oct. 2 Be smart! Get ahead on your reading! See you at the film festival..

Oct. 9 Community Capacity, Community Coalitions and Community Participation

- White JA, and Wehlage G. Community collaboration: if it is such a good idea, why is it so hard to do? *Educational Evaluation and Policy Analysis.* 1995;17:23-38. [14]
- Harper GW, Bangi AK, Contreras R, Pedraza A, Tolliver M, Vess L. Diverse phases of collaboration: working together to improve community-based HIV interventions for adolescents. *Am J Community Psych* 2004;33:193-204. [10]
- Freudenberg, N, Eng E, Flay B, Parcel G, Rogers T, Wallerstein N. “Strengthening Individual and Community Capacity to Prevent Disease and Promote Health: In Search of Relevant Theories and Principles” 1994 *Health Education and Behavior.*22,290-306.
- Kadushin C, Lindholm M, Ryan D, Brodsky A, Saxe L. “Why It Is So Difficult to Form Effective Community Coalitions” *City and Community* 4:3 September 2005, 225-275.
- Butterfoss FD, Goodman R, Wandersman A. “Community Coalitions for prevention and health promotion” *Health Education: Theory and Practice*, 1993, 8,3:315-330.
- Israel BA, Schulz AJ, Parker AE, Becker AB. Review of community-based research: assessing partnership approaches to improve public health. *Annu. Rev. Public Health* 1998;19:173-202. [22]

Oct. 16 Evidence and Evaluation of CBHIs/Ethical Issues

- Zaza, Briss and Harris – Introduction: How to use The Guide to Community Preventive Services. xxv – xxxvi. [11]
- Rychetnik L, Hawe P, Waters E, Barratt A, Frommer M. A glossary for evidence based public health. *J Epidemiol Community Health* 2004;58:538-545. [6]
- Rychetnik L, Frommer M, Hawe P, Shiell A. Criteria for evaluating evidence on public health interventions. *J Epidemiol Community Health* 2002;56:119-127. [6]
- McQueen DV. The evidence debate. *J Epidemiol Community Health* 2002;56:83-84. [2]
- Atienza AA, King AC. Community-based health intervention trials: an overview of methodological issues. *Epidemiol Rev* 2002;24(1);72-79. [6]
- Rindkopf, D. and Saxe L. Zero Effects in Substance Abuse Programs: Avoiding False Positives and False Negatives in the Evaluation of Community Based Programs. *Evaluation Review.*1998. 22: 78.
- Briss PA, Brownson RC, Fielding JE, Zaza S. Developing and using the Guide to Community Preventive Services: Lessons learned about evidence-based public health. *Annu. Rev. Public Health* 2004;25:281-302. [18]

- American Public Health Association. Public Health Code of Ethics. Available online at <http://www.apha.org/codeofethics/ethics.htm>.
- Hetiman E and McKieran LC. Community-based practice and research: collaboration and sharing power. In: Ethics and Public Health: Model Curriculum. Association of Schools of Public Health. Available online at <http://www.asph.org/UserFiles/Module4.pdf>. [23]
- Minkler, M. Ethical challenges for the “outside” researcher in community-based participatory research. *Health Educ & Beh* 2004;31(6):684-697. [13]
- Green, LW. Ethics and community-based participatory research: commentary on Minkler. *Health Educ & Beh* 2004;31(6):698-701. [3]
- Mathews C, Guttmacher SJ, Flisher AJ, Mtshaizana Y, Hani A, Zwarenstein M. Written parental consent in school-based HIV/AIDS prevention research. *Am J Public Health* 2005;95:1266-1269. [4]
- The Cochrane Collaboration (2005). Guidelines for systematic reviews of health promotion and public health interventions. Available online at <http://www.vichealth.vic.gov.au/cochrane/activities/guidelines%20for%20HPPH%20reviews.pdf>. [37] (**optional reading – look through it, but not necessary to read in great detail**)

Oct. 23 Mid-term Exam

Oct. 30 Case Examples: Injury and Violence

- Zaza, Briss and Harris – Chapter 8: Motor Vehicle Occupant Injury. pp 329-384. [36]
- Zaza, Briss and Harris – Chapter 9: Violence. pp 385-428. [34]
- Greenberg-Seth J, Hemmenway D, Gallaher SS, Ross JB, Lissy KS. Evaluation of a community-based intervention to promote rear seating for children. *Am J Public Health* 2004;94:1009-1013. [5]
- Hingson R, McGovern T, Howland J, Heeren T, Winter M, Zakocs. Reducing alcohol-impaired driving in Massachusetts: the Saving Lives Program. *Am J Public Health* 1996;86:791-797. [6]
- Foshee VA, Bauman KE, Ennett ST, Linder F, Benefield T, Suchindran C. Assessing the long-term effects of the Safe Dates Program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *Am J Public Health* 2004;94:619-624. [5]
- Davis Kirsh SE and Pullen N. Evaluation of a school-based education program to promote bicycle safety. *Health Prom Practice* 2003;4(2):138-145. [7]
- Sleet, DA, Liller KD, White DD, Hopkins K. (2004). Injuries, injury prevention and public health. *Am J Health Behav* 28 (Suppl. 1):S6-12. [7]
- Mair JS and Mair M. (2003). Violence prevention and control through environmental modifications. *Annu Rev Public Health* 2003;24:209-25. [14]
- Braga Anthony, Kennedy D, Waring E, Piehl AM.(2001). Problem Oriented Policing, Deterrence and Youth Violence: An Evaluation of Boston’s Operation Ceasefire. *Journal of Research of Crime and Delinquency* 38:195, 219.

Nov. 6 Case Examples: Chronic Disease

Obesity/Nutrition and Physical Activity

- Zaza, Briss and Harris – Chapter 2: Physical Activity. pp 80-113. [25]

- French SA, Jeffery RW, Story M, Breitlow KK, Baxter JS, Hannan P, Snyder P. (2001). Pricing and promotion effects on low-fat vending snack purchases: The CHIPS study. *Am J Public Health* 91:112-117. [5]
- Brownson RC, Baker EA, Boyd FL, Caito NM, Duggan K, Housemann FA, Kreuter MW, Mitchell T, Motton F, Pulley C, Schmid TL, Walton D. A community-based approach to promoting walking in rural areas. *Am J Prev Med* 2004;27(1):28-34. [6]

Diabetes

- Heffernan C, Herbert C, Grams GD, Grzybowski S, Wilson MA, Calam B, Brown D. The Haida Gwaii Diabetes Project: planned response activity outcomes. *Health and Soc Care Community* 1998;7(6):379-386. [7]
- Grant T, Soriano Y, Marantz PR, Nelson I, Williams E, Ramirez D, Burg J, Nordin C. (2004). Community-based screening for cardiovascular disease and diabetes using HbA1c. *Am J Prev Med* 26:271-275. [5]
- Potvin L, et al. Implementing participatory intervention and research in communities: lessons from the Kahnawake Schools Diabetes Prevention Project in Canada. *Social Science & Med* 2002;36:1295-1305. [9]

Cardiovascular Disease

- Kim, S, Koniak-Griffin D, Flaskerud JK, Guarnero PA. The impact of lay health advisors on cardiovascular health promotion. *J of Cardiovasc Nurs* 2004;19:192-199. [6]
- Will JC et al. Health promotion interventions for disadvantaged women: overview of the WISEWOMAN projects. *J Women's Health* 2004;13:484-502. [17]

Cancer

- Pasick RJ et al. Lessons learned from community-based cancer screening intervention research. *Cancer* 2004;101(5 suppl):1146-64. [14]
- Allen, JD et al. Promoting breast and cervical cancer screening at the workplace: results from the Woman to Woman Study. *Am J Public Health* 2001;91:584-590. [6]

For your op-ed, you may wish to look at the NYTimes series on diabetes, to get a “hook” for your op-ed. Go to nytimes.com. If you haven’t already, you will need to register for the Times – it’s free to people with an edu email address. Once in the Times, go to the Health section and look for the diabetes series from January 2006.

Optional Readings

- Zaza, Briss and Harris – Chapter 5: Diabetes. pp 188-222
- Breen N and Meissner HI. Toward a system of cancer screening in the United States: trends and opportunities. *Annu Rev Public Health* 2005;26:561-82.

- Zaza, Briss and Harris – Chapter 1: Tobacco. pp 3-79. [52]
- Chang C, Leighton J, Mostashari F, McCord C, Frieden T. The New York City Smoke-Free Air Act: Second-hand smoke as a worker health and safety issue. *Am J Ind Med* 2004;46:188-195. [7]
- Perry, CL, et al (2003). A randomized controlled trial of the middle and junior high school D.A.R.E and D.A.R.E. Plus Programs. *Arch Pediatr Adolesc Med* 157:178-184 [6]
- West SL, and O’Neal KK. Project D.A.R.E. outcome effectiveness revisited. *Am J Public Health* 2004;94(6);1027-1029. [3]
- Treno AJ and Lee JP. Approaching alcohol problems through local environmental interventions. *Alcohol Res and Health* 2002;26:35-39. [5]
- Hingson RW, Zakocs RC, Heeren T, Winter MR, Rosenboom D, DeJong W. Effects on alcohol related fatal crashes of a community based initiative to increase substance abuse treatment and reduce alcohol availability. *Injury Prev* 2005;11:94-90. [6]
- Yin RK, Kaftarian SJ, Yu P & Jansen MA. Outcomes from CSAP’s community partnership program: Findings from the national cross-site evaluation. *Evaluation and Program Planning*, 20, 345-355.
- Saxe, L et al. Community-Based Prevention Programs in the War on Drugs: Findings From the “Fighting Back” Demonstration. *Journal of Drug Issues* 2006:263-294.
- Hingson RW and Howland J. 2002. Comprehensive Community Interventions to Promote Health: Implications for College-Age Drinking Problems. *Journal for the Study of Alcohol*. 14: 226-240.

Nov. 20 Case Examples: HIV/AIDS/STIs THERE WILL BE ADDITIONS TO THIS LIST TO BE ADDED LATER IN THE SEMESTER

- Sloan NM and Nyers JE. Evaluation of an HIV/AIDS peer education programme in a South African workplace. *S Afr Med J* 2005;95:261-264. [4]
- Flisher AJ, Mathews C, Guttmacher S, Abdullah F, Myers JE. AIDS prevention through peer education, editorial. *S Afr Med J* 2005;95:245-248. [3]
- Futterman DC, Peralta L, Rudy FJ, Wolfson S, Guttmacher S, Rogers AS. The ACCESS (Adolescent Connected to Care, Evaluation and Special Services) Project: social marketing to promote HIV testing to adolescents, methods and first year results from a six city campaign. *J Adol Health* 2001;29S:19-29. [10]
- Wechsberg WM, Lam WKK, Zule WA, Bobashev G. Efficacy of a woman-focused intervention to reduce HIV risk and increase self-sufficiency among African American crack abusers. *Am J Public Health* 2004;94:1165-1173. [8]
- Guttmacher, S. et al. (1997). Condom availability in New York City public high schools: relationships to condom use and sexual behavior. *Am J Public Health* 87(9):1427-1433. [7]
- Mathews C, Guttmacher SJ, Coetzee N, Magwaza S, Stein J, Lombard C, Goldstein S, Coetzee D. Evaluation of a video based health education strategy to improve sexually transmitted disease partner notification in South Africa. *Sex Transm Inf* 2002;78:53-57. [5]
- Caron F, Godin G, Otis J, Lambert LD. (2004). Evaluation of a theoretically based AIDS/STD peer education program on postponing sexual intercourse and

on condom use among adolescents attending high school. *Health Ed Research* 2004;19(2):185-197. [12]

Nov. 27

Case Examples: Environmental Health

- Zaza, Briss and Harris – Chapter 4: Cancer. pp 143-187 [28]
- Jordan CM, Yust BL, Robison, LL, Hannan P, Deinard AS. A randomized trial of education to prevent lead burden in children at high risk for lead exposure: efficacy as measured by blood lead monitoring. *Environ Health Perspect* 2003;111:1947-1951. [5]
- Keeler, GJ, Dvonch T, Yip FY, Parker EA, Israel BA, Marsik FJ, Morishita M, Barres JA, Robins TG, Brakefield-Caldwell W, Sam M. Assessment of personal and community-level exposures to particulate matter among children with asthma in Detroit, Michigan, as part of Community Action Against Asthma (CAAA). *Environ Health Perspect* 2002;110(suppl 2):173-181. [8]
- Edgren KK, Parker EA, Israel BA, Lewis TC, Salinas MA, Robins TG, Hill YR. Community involvement in the conduct of a health education intervention and research project: Community Action Against Asthma. *Health Prom Practice* 2005;6(3):263-269. [7]
- Nicholas, SW et al. Addressing the Childhood Asthma Crisis in Harlem: The Harlem Children's Zone Initiative. *American Journal of Public Health* 2006;95:2 245-249.
- Green L, Fullilove M, Evans D, Shepard P. "Hey, mom, thanks!": use of focus groups in the development of place-specific materials for a community environmental action campaign. *Environ Health Perspect* 2002;110 (suppl 2):265-269. [5]
- Flocks, Joan; Clarke, Leslie; Albrecht, Stan; Bryant, Carol; Monaghan, Paul; Baker, Holly. Migrant and Seasonal Farmworkers and Pesticides. Community-Based Approaches to Measuring Risks and Reducing Exposure: Implementing a Community-Based Social Marketing Project to Improve Agricultural Worker Health. *Environmental Health Perspectives* 2001. 109: 461-468.
- O'Fallon, Liam R.; Dearry, Allen. Community Based Participatory Research as a Tool to Advance Environmental Health Sciences. *Environmental Health Perspectives*.2002. 110: 155-159.

Dec. 4

Case Examples: Mental Health NOTE: THERE WILL BE ADDITIONS TO THESE READINGS LATER IN THE SEMESTER

- World Health Organization. Chapter 3: Solving Mental Health Problems. In: *World Health Report 2001 – Mental Health: New Understanding, New Hope*. Available online at: <http://www.who.int/whr/2001/en/index.html> [26]
- Wells K, Miranda J, Bruce ML, Alegria M, Wallerstein N. Bridging community intervention and mental health services research. *Am J Psychiatry* 2004;161:955-963. [6]
- Shochet IM, Dadds, MR, Holland D, Whitefield K, Harnett PH, Osgarby SM. The efficacy of a universal school-based program to prevent adolescent depression. *J Clin Child Psychol* 2001;30(3):303-315. [12]
- Peters DR, Petrunka K, Arnold R. The Better Beginnings, Better Futures Project: a universal, comprehensive, community-based prevention approach for primary school children and their families. *J Clin Child Psychol* 2003;32:215-227. [12]

- Shulman DA and Athey M. Youth emergency services: total community effort, a multisystem approach. *Child Welfare* 1993;72(2):171-180. [6]
- Chemtob CM, Nakashima JP, Hamada RS. Psychosocial intervention for postdisaster trauma symptoms in elementary school children: a controlled community field trial. *Arch Pediatr Adolesc Med* 2002;156:211-216. [6]
- Boss P, Beaulieu L, Wieling E, Turner W, LaCruz S. Healing loss, ambiguity, and trauma: a community-based intervention with families of union workers mission after the 9/11 attack in New York City. *J Marital Family Therapy* 2003;29:455-467. [12]

The Future of Community Based Health Interventions

- Zaza, Briss and Harris – Chapter 12: Continuing Research Needs. pp 464-475. [11]