Course Title: Community Health Sciences 238
Evolving Paradigms in Prevention: Interventions in Adolescence

Instructor: Elizabeth D’Amico, Ph.D.
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Course Offered: Fall Quarter 2011

Day & Time: Wednesday 3-6 pm
Class Room: Room 61-235 CHS
Office Hours: Wednesday 1:30-3 pm (Room 46-081a CHS)

Description: 4-credit three-hour weekly seminar for graduate students. This class will cover adolescent health and interventions, with a focus on sex, alcohol and drug use. Lectures will focus on adolescent identity development, adolescent sexuality, discussion of GLBTQ issues, what is associated with sexual risk-taking behavior and alcohol and drug use (e.g., peer influence and changes in the brain) and interventions that have been developed to address these behaviors. Students will also build skills to work with an adolescent population and to work in community-based settings. Letter grading.

Target Student Enrollment: 20 graduate students (with 10 student waitlist)

Readings: Available online.

Class Web Site: https://ccle.ucla.edu/course/view/11F-COMHLT238-1

All course material, including syllabus, PowerPoint slides, assignments, and handouts are available at the class web site.

Evaluation Criteria:

Final grades will be calculated as follows:

- Midterm: 30% (November 2nd)
- Class Presentation: 15% (Nov 16th, 23rd and November 30th) [Note: Nov 23rd class will be rescheduled due to Thanksgiving holiday]
- Abstract and final paper: 40%. Abstract due at beginning of class on November 9th and final paper due on December 6th of finals week by 5:00 pm.
- Classroom participation: 15%

Note: If you have a scheduling issue for an assignment, test, or your presentation, I will do my best to accommodate your situation, but please note that points will be deducted from your score for turning something in late or not being present for the test or presentation.
Evaluation details:

I. **Midterm**: Midterm will be 30% of grade. The midterm will be held during Week 6 at the beginning of class. Questions will be based on readings and lectures. It will be a one-hour exam and seminar will commence when the exam is over.

II. **Term Paper**: This term paper will be 15-20 pages max double spaced (not including references) and is 40% of the grade. The term paper will be a mock grant proposal for a community organization seeking funding for an adolescent health intervention. The proposal will have an aims section that details the problem (e.g., alcohol and drug use, sexual risk-taking behavior) and how this problem will be addressed (e.g., working with a community provider to develop a new program that addresses alcohol and drug use or sexual risk-taking behavior). Proposals will include a background section that describes the rationale/need for the intervention in that community setting (brief literature review and background on why this is needed). Proposals will also include a research design section that describes: 1) how the intervention could be designed to be successfully implemented in this community setting (e.g., feasibility, fit, issues that will need to be addressed to ensure it is implemented effectively), and 2) how the intervention will be evaluated in this setting (what resources does the setting have that could help with evaluation; what additional resources would be needed for the evaluation, etc.). Students will work with community providers to come up with the program design, as one would when writing a grant proposal, so that their design is credible and will fit for that community provider

   a. **A 500 word abstract** of the proposal, which details the aims, background and design is due at the beginning of class on November 9th. The abstract will address the rationale/need for need for the intervention, how the intervention needs to be designed to be successfully implemented in the community and ways that the intervention could be evaluated in this setting.

   b. **The final paper/proposal** is due December 6th of finals week by 5pm

III. **Presentation**: This is worth 15% of the grade. Students will present their proposal to the class. Students will have 10 minutes to provide a brief description of the intervention, how it can benefit the community, why the community should implement it and how it can be evaluated (the essence of their proposals). They will receive feedback from the class and Dr. D’Amico.

IV. **Class Participation**: This will be 15% of the grade. Students are expected to do all readings prior to coming to class and to be prepared for class discussion. There will also be an opportunity to meet with community administrators for the Council on Alcohol and Drug Abuse (CADA) and attend a teen court to see the process.
## Learning objectives and competencies

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<th>Learning objectives</th>
<th>Competencies (Source in Parentheses)</th>
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| 1. Evaluate how adolescent identity development contributes to psychosocial adjustment | Diversity and culture #1 (ASPH MPH)  
Social and behavioral sciences #1 (ASPH MPH)  
Scientific Basis #2 (UCLA HS MPH) |
| 2. Understand the brain and how brain development during adolescence and young adulthood can contribute to risk-taking behavior; also how alcohol and drug use affect brain development | Social and behavioral sciences #2 (ASPH MPH)  
Public Health Biology #8 (ASPH MPH)  
Scientific Basis #1, #2 (UCLA HS MPH) |
| 3. Assess the different external and internal factors that may contribute to alcohol and drug use during adolescence and young adulthood | Epidemiology #3 (ASPH MPH)  
Diversity and Culture #1 (ASPH MPH)  
Scientific Basis #1, #8 (UCLA HS MPH) |
| 4. Use new strategies, like motivational interviewing, in learning how to work collaboratively with youth | Social and behavioral sciences #1 (ASPH MPH)  
Leadership #9 (ASPH MPH)  
Diversity and Culture #5 (ASPH MPH) |
| 5. Evaluate factors associated with intervention effectiveness                         | Health policy and management #5, #6, #8, #10 (ASPH MPH)  
Scientific Basis #2, 5 (UCLA HS MPH)  
Management and communication skills #5 (UCLA HS MPH)  
Diversity and Culture #9 (ASPH MPH)  
Social and behavioral sciences #5 (ASPH MPH) |
| 6. Learn the community-based factors associated with successful implementation of prevention and intervention programs in community-based settings | Social and behavioral sciences #3, #4, #5, #6 (ASPH MPH)  
Professionalism #2 (ASPH MPH)  
Management and communication skills #3 (UCLA HS MPH) |
| 7. Understand need and feasibility of implementing an intervention in a community-based setting | Communication and informatics #7 (ASPH MPH)  
Diversity and culture #5, #6 (ASPH MPH)  
Leadership #2 (ASPH MPH)  
Program planning #2, #3 (ASPH MPH)  
Management and communication skills #3 (UCLA HS MPH)  
Social and behavioral sciences #5, #6 (ASPH MPH) |
| 8. Describe how to design an intervention so that it can be implemented successfully in a community-based setting | Management and communication skills #5 (UCLA HS MPH)  
Diversity and Culture #10 (ASPH MPH)  
Social and behavioral sciences #3, #9 (ASPH MPH)  
Leadership #9 (ASPH MPH) |
COURSE OUTLINE

I. Organizing Principles in Health Assessment and Intervention in Adolescent Populations

**September 28, 2011**

| Week 1 | Identity formation, including ethnic and gender identity |

**Required readings**


**Additional information (not required)**


**October 5, 2011**

| Week 2 | Transitioning to adolescence and young adulthood |

**Required readings**


**Additional information (not required)**

**Factors that influence adolescents’ decisions about whether or not to engage in sex or to use alcohol and drugs**

1. **External (media, parents, peers)**
2. **Internal (cultural framework)**

**Required readings**


**Additional information (not required)**


**II. Pivotal Issues in Adolescent Health Enhancement, Morbidity & Mortality**

**Adolescent Sexuality**

**Movie: Teen Sex**

**Required Readings:**

2. Byers et al. (2011). Beyond the birds and the bees and was it good for you?: Thirty years of research on sexual communication. *Canadian Psychology, 52*(1), 20-28.

**Additional information (not required)**

**October 26, 2011**

**Week 5**  
**Coming out in the 21st century**

**Guest Lecturer: Dr. Rajeev Ramchand**

**Movie: Being Gay: Coming out in the 21st Century**

**Required Readings:**


**Additional information (not required)**


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**November 2, 2011**

**Week 6**  
**Midterm Exam (1st hour only)**

**Nutrition and physical activity**

**Body image and eating disorders**

**Required readings**


**Additional information (not required)**

III. How can we reach adolescents and help them make healthier choices?

November 9, 2011
Week 7 
**Working with adolescents to guide change: A Look at Motivational Interviewing**

**Turn in abstract for proposal**

**Required readings**

**Additional information (not required)—these are books if you are interested in learning more about motivational interviewing**

November 16, 2011
Week 8 
**Sex education—what do adolescents want to know and what works?**

**One hour for presentations**

**Required readings**

**Additional information (not required)**
### November 23, 2010

| Week 9 | Alcohol, drug and reproductive health interventions in communities, schools and primary care settings |

**One hour for presentations**

#### Required readings


#### Additional information (not required)


### November 30, 2011

| Week 10 | Dating and Sexual Violence |

**Guest Lecturer: Dr. Barrie Levy**

**One hour for presentations**

#### Required readings


#### Additional information (not required)

Will be provided later in quarter from guest speaker.