

January/February 2010

**Tobacco, the Common Enemy and a Gateway Drug: Policy Implications**

**Mohammad R. Torabi, Mi Kyung Jun, Carole Nowicke, Barbara Seitz de Martinez, and Ruth Gassman**

For the four leading causes of death in the United States (heart disease, cancer, stroke and chronic respiratory disease), tobacco use is a common risk factor. Tobacco use is responsible for almost 450,000 deaths per year and impacts the health of every member of our society. Tobacco is a gateway drug for substance abuse. That role is critical to revisit and revalidate. From 490 schools, a total of 175,460 students in grades 6-12 participated in an alcohol, tobacco and other drug use survey, the descriptive analyses of the data being stated in a 2007 technical report. The secondary analyses of the data clearly demonstrated that a dose-response relationship pattern of association existed between increasing quantity of cigarette use and the use of alcohol and other drugs. Additionally, logit analysis revealed that selected demographic and other variables were statistically significant predictors of the past month's use of cigarettes. The secondary analyses were replicated for the 2008 survey, in which 152,732 students responded to the same questionnaire. Similar results were obtained. Smoking is a major risk factor to the leading causes of death and sufficient empirical evidence establishes that tobacco is a gateway drug. To combat tobacco use, a comprehensive ecological approach, including tobacco education and cessation, enacting and enforcing smoke-free policies, and increasing taxes on tobacco products, is recommended.

**Magic, Morals and Health**

**Warren R. Johnson**

This paper is reformatted and reprinted as part of the 40th Anniversary of the *American Journal of Health Education* (originally School Health Review) Health Education - Our Heritage. The original article appeared in Volume 1, School Health Review (November 1969, pp. 5-9). At the time, Warren R. Johnson was professor of health education and physical education at the University of Maryland, College Park, MD. A commentary on the 2010 relevance to health education of Dr. Johnson's paper immediately follows this reprinted version.

**Community Intervention Model to Reduce Inappropriate Antibiotic Use**

**Stephen Alder, Amy Wuthrich, Bassam Haddadin, Sharon Donnelly, Elizabeth Lyon Hannah, Greg Stoddard, Jose Benuzillo, Kim Bateman, and Matthew Samore**

Background: The Inter-Mountain Project on Antibiotic Resistance and Therapy (IMPART) is an intervention that addresses emerging antimicrobial resistance and the reduction of unnecessary antimicrobial use. Purpose: This study assesses the design and implementation of the community intervention component of IMPART. Methods: The study was conducted in 12 rural Utah and Idaho communities. Following initial implementation, the intervention was evaluated and redesigned based on health behavior theory. Community penetration and intercept interview data were analyzed using multi-level logistic regression. Results: Over 10% of interview respondents were familiar with IMPART. Those exposed to intervention materials tended to be younger, female, and more likely to have had a family member with recent respiratory illness. Of those who had seen the project Self-Care Guide, 62% reported having a copy and 32% had talked to

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others about the information it contained. Correct responses to antibiotic knowledge questions were higher among those with high (OR=2.02) and low exposure (OR=1.27) to the intervention versus no exposure. Discussion: Theoretically-based community interventions such as IMPART can be used to promote appropriate, positively framed health behaviors. Translation to Health Education Practice: IMPART serves as an example of how health interventions can benefit from health behavior theory.

### **Social Norms Tactics to Promote a Campus Alcohol Coalition**

**Debra M. Vinci, Robert C. Philen, Susan E. Walch, Rebecca Kennedy, Mica Harrell, Carla Rime, and Jaelyn Matthews**

Background: Social norms posters usually contain a normative message, branding, campaign tagline and sponsoring coalition/contact information. There are limited data on which campaign components promote recognition of Campus Alcohol Coalitions (CAC). Purpose: To determine the most effective media channels/incentives to promote recognition of CAC and if time exposed to social norms campaign influenced students' recognition of CAC. Methods: A quasi-experimental, time-series design was used with stratified random assignment of 21 residence units to one of three intervention groups and assessment of awareness of CAC at four phases. A sample of 838 campus residents completed intercept interviews across four time phases and three residence groups. Results: After introduction of campaign materials, the percentage of students reporting awareness of CAC increased significantly from 25% to 77% and remained high across the later three study phases. Posters/flyers were identified as the major source of CAC information across all phases of campaign. Discussion: With limited budgets, it is important to identify cost-saving measures during the implementation of a social norms campaign while providing evidenced-based intervention strategies to address underage/high-risk drinking. Translation to Health Education Practice: Students' awareness of CAC can be effectively promoted via social norms campaigns especially through posters/flyers.

### **Social Norms vs. Risk Reduction Approaches to 21<sup>st</sup> Birthday Celebrations**

**Tavis Glassman, Virginia Dodd, Kelly Kenzik, E. Maureen Miller, and Jiunn-Jye Sheu**

Background: Celebratory drinking among college students on their 21st birthday often involves dangerous levels of alcohol consumption. Purpose: This study utilized an experimental design to assess the efficacy of social norm and risk reduction strategies developed to reduce high-risk drinking and alcohol related consequences among college students on their 21st birthday. Methods: Students were randomly assigned to one of four cohorts including a control group, a social norms group, a risk reduction group and a combination of both social norms and risk reduction. Each group received an electronic birthday card with intervention specific information. Students were sent an electronic survey three days after their birthday to assess alcohol consumption levels and related behaviors (n=702). Results: No significant differences existed among the four cohorts in students' drinking behavior, negative consequences, or protective behaviors employed. Discussion: This inquiry revealed that social norm, risk reduction messages or combination of the two strategies, delivered electronically, failed to influence celebratory drinking patterns. Translation to Health Education Practice: Interventions addressing 21st birthday celebrations may need to extend beyond targeting the individual to yield significant behavioral changes.

**An Assessment of Perceived Emotional Intelligence and Eating Attitudes among College Students**

**Michele L. Pettit, Sue C. Jacobs, Kyle S. Page, and Claudia V. Porras**

**Background:** Disordered eating patterns continue to surface on college campuses. Studies are needed to examine the potential influence of emotional intelligence on disordered eating behavior. **Purpose:** The purpose of this study was to assess relationships between perceived emotional intelligence factors and eating disorder symptoms among male and female college students. **Methods:** A convenience sample (N = 418) of college students completed online surveys consisting of items from the Trait Meta-Mood Scale (TMMS) and the Eating Attitudes Test (EAT-26). **Results:** Inverse relationships existed between: (1) clarity (i.e., TMMS factor involving the capacity to comprehend one's mood) and bulimia/food preoccupation ( $r = -0.177$ ,  $P = 0.001$ ) and (2) repair (i.e., TMMS factor involving the capacity to fix unfavorable moods or sustain favorable ones) and bulimia/food preoccupation ( $r = -0.151$ ,  $P = 0.004$ ). Females scored higher than males on dieting ( $M = 28.80$  and  $M = 19.38$ , respectively), bulimia/food preoccupation ( $M = 8.27$  and  $M = 4.56$ , respectively), oral control ( $M = 9.92$  and  $M = 8.65$ , respectively), and total eating attitudes ( $M = 46.99$  and  $M = 32.51$ , respectively). Gender was the only significant predictor of dieting, and was the most significant predictor of bulimia/food preoccupation, oral control (i.e., a factor potentially indicative of healthy eating behaviors), and total eating attitudes. **Discussion:** Results confirm gender differences regarding eating disorder symptoms and indicate that low levels of perceived emotional intelligence (i.e., clarity and repair) are associated with greater risks for bulimia/food preoccupation. **Translation to Health Education Practice:** Future research is needed to investigate factors that protect males from developing eating disorder symptoms. Health educators need to recognize the potential efficacy of incorporating emotional intelligence factors into eating disorder prevention programs and teach individuals skills for healthy coping.

**International Videoconferencing for Public Health Education: Linking the U.S. and Germany**

**Sloane C. Burke, Beth H. Chaney, and Wolf Kirsten**

**Background:** Video-linking with other countries provides a low-cost vehicle for students to learn more about health issues of other cultures and reflectively discuss the public health promotion and education activities of those countries in real time. **Purpose:** This article presents a case study of international videoconferencing in the higher education setting. **Methods:** Undergraduate students enrolled in three different public health courses at East Carolina University (ECU) in Greenville, North Carolina, USA were linked with graduate students enrolled in the public health master's degree program at the Freie Universitat (FU) in Berlin, Germany for two videoconference sessions during the fall semester of 2008. A pre-post knowledge scale was administered to assess the impact of the learning modality with the student participants. **Results:** Utilizing this technology for fostering intercultural communication proved to be an effective method of instruction for student participants. **Discussion:** Intercultural communication has become a marketable skill for future public health professionals, and incorporating these communications skills into professional preparation programs provides unique learning experiences for students. **Translation to Health Education Practice:** Videoconferencing technology provides learners with synchronous experience for interacting with other cultures

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further understanding about global perspectives. Today, globalization introduces challenges and opportunities for health educators. Moreover, increasing communication and fostering dialogue between the future public health leaders improves knowledge levels and ideas for resource utilization.