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Stakeholder Input in Establishing an Evaluation Plan for Tobacco Counter-Marketing Campaigns

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Maine was one of eight states to consistently meet funding recommendations for tobacco control from the Centers for Disease Control and Prevention (CDC) and one of three states to experience 45%-60% reductions in youth smoking rates since 1999. Purpose: The state's tobacco control coalition, Partnership for a Tobacco-Free Maine, sought to develop an evaluation plan based on the framework from the CDC's Introduction to Program Evaluation for Comprehensive Tobacco Control Programs and the integration of the CDC's Designing and Implementing an Effective Tobacco-Counter-Marketing Campaign. Methods: The coalition conducted key informant interviews and then met with stakeholders in Maine to address the design, management, implementation and evaluation of the state's tobacco counter-marketing campaigns. Results: The priorities identified included the need to improve communication among all stakeholders, to synchronize local and state campaigns, to elicit audience insights among specific populations and to link program inputs with outcomes through evaluation. Meeting participants noted that lessons learned should be shared through internal mechanisms and external publications. Discussion: We describe the practical application of state and national expertise and resources to the development of Maine's tobacco counter-marketing campaign evaluation. Translation to Health Education Practice: This article may help other public health programs to work with stakeholders to identify program and evaluation needs in the development of a health communication evaluation.

Development of a Comprehensive Heart Disease Knowledge Questionnaire

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Heart disease is the number one killer of both men and women in the United States, yet a comprehensive and evidence-based heart disease knowledge assessment is currently not available. Purpose: This paper describes the two-phase development of a novel heart disease knowledge questionnaire. Methods: After review and critique of the existing literature, a questionnaire addressing five central domains of heart disease knowledge was constructed. In Phase I, 606 undergraduates completed an 82-item questionnaire. In Phase II, 248 undergraduates completed a revised 74-item questionnaire. In both phases, item clarity and difficulty were evaluated, along with the overall factor structure of the scale. Results: Exploratory and confirmatory factor analyses were used to reduce the scale to 30 items with fit statistics, CFI = .82, TLI = .88, and RMSEA = .03. Scores were correlated moderately positively with an existing scale and weakly positively with a measure of health literacy, thereby establishing both convergent and divergent validity. Discussion: The finalized 30-item questionnaire is a concise, yet discriminating instrument that reliably measures participants' heart disease knowledge levels.

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Translation to Health Education Practice: Health professionals can use this scale to assess their patients' heart disease knowledge so that they can create a tailored program to help their patients reduce their heart disease risk.

Drinking To Get Drunk Among Incoming Freshmen College Students

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The consumption of alcohol is ubiquitous on many college and university campuses. For some freshmen students, drinking may even be considered a "right of passage." Purpose: This study examined college freshmen who intentionally drink alcohol to get drunk (DTGD). Methods: Survey data from 307 incoming freshmen college students living in freshmen residence halls who reported drinking alcohol in the last 30 days were analyzed. Results: The majority (76.9%) of these self-reported drinkers reported DTGD. Relative to other freshmen drinkers, those who reported DTGD were significantly more likely to have consumed alcohol before going out to a party or bar, participated in a drinking game, drank heavily on a non-school night but not on a school night, used liquor, used beer, combined alcohol and drugs, experienced a hangover, vomited, passed out, and/or blacked out. Discussion: The associations support DTGD as a measure of pre-meditated, controlled and intentional consumption of alcohol to reach a state of inebriation. Translation to Health Education Practice: Common intentional drunkenness as observed in this study population may have implications for college alcohol risk reduction programs.

Effective Lifestyle Habits and Coping Strategies for Stress Tolerance among College Students

Paul D. Welle and Helen M. Graf

Stress among college students is a major problem, impacting their overall health. Students, especially freshmen, are expected to handle difficult academic workloads at a faster pace while adapting to new social situations. In addition, findings from new stress data purport that stress responses might vary by gender and race. Purpose: The purpose of this study was to determine effectiveness of lifestyle habits and coping strategies on stress tolerance among college students, specific to race and gender. Methods: College students (N=459) completed a stress inventory, which was comprised of three established surveys of stressors, symptoms and coping strategies. Stress tolerance ratios (STRs) were calculated, and subjects divided into high or low stress tolerance groups. Statistical differences were determined by chi-square estimates and odds ratio calculations (95%CI). Results: Seven lifestyle/coping factors (out of 20) were significantly associated with high stress tolerance (HST) for males, 13 for females, and five were commonly shared (P<0.05). Whites had 13 significantly factors associated with HST while Blacks had only three (P<0.05). Discussion: The findings of this study support those from previous research studies wherein it was found that college students are "overwhelmed," "suffer from emotional ups and downs," "have difficulty falling asleep," and "feelings of anxieties." Translation to Health Education Practice: Differences in effectiveness of

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coping strategies among students strongly suggest that genders and races cope differently and that “one size fits all” health education stress intervention programs may not be effective for college students.

Breastfeeding and Blogging: Exploring the Utility of Blogs to Promote Breastfeeding **Joshua West, P. Cougar Hall, Carl Hanson, Rosemary Thackeray, Michael Barnes, Brad Neiger, and Emily McIntyre**

People are increasingly using the Internet and social networking sites for behavior support. Almost no literature exists exploring the utility of these sites for supporting breastfeeding behavior. Purpose: The purpose of this study was to determine the extent to which blogs are currently being used to support breastfeeding behavior. Methods: Data for this study came from a sample of 32 active blogs, resulting in 354 posts and 881 comments for analysis. Evidence of intent to support behavior was determined by the presence of theoretical behavior support constructs from the Integrated Behavioral Model. Results: In posts, attitudes (28.5%), behavioral cues (23.8%), and consciousness-raising (25.3%) appeared frequently. Praise (43.3%), behavioral cues (37.4%), and attitudes (30.4%) were the most prominent constructs in comments. More behavior support appeared on industry-affiliated blogs than on private blogs. Posts that presented mostly information only were least effective at eliciting behavior support. Discussion: Blogs are being used to support breastfeeding behavior, and blogs with industry affiliation appear to offer more support. Translation to Health Education Practice: Health educators wishing to support breastfeeding may use blogs and may want to partner with industry. Such efforts might also focus on functional content knowledge aimed at supporting breastfeeding behavior.

Teachers' Strategies to Positively Connect Students to School

Rebecca A. Vidourek, Keith A. King, Amy L. Bernard, Judy Murnan, and Laura Nabors

School connectedness is a leading school-based protective factor against youth engagement in risky behaviors. Research on teachers' individual practices in fostering school connections with their students is currently lacking. Purpose: The purpose of the present study was to address gaps in the research by examining elementary and middle school teachers' use of specific strategies to positively connect students to school. Methods: An electronic survey was completed by 419 (60% response rate) elementary and middle school teachers. Results: On average, teachers reported using connection-building strategies at least once a week. The most frequently used strategies were acting like a positive role model for students and calling students by their first names. MANOVAs were conducted and found teachers who most frequently reported using connection-building strategies were elementary school teachers, those who had received training on school connectedness outside of/after college, and those working at a school with connection-building as a leading priority. Discussion: Training teachers on positively connecting students to school was associated with increased use of connection-

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building techniques in the classroom. Translation to Health Education Practice: Findings have implications for health education professionals interested in increasing school connectedness among students through teacher practices and school priorities.