

Excellence in Prevention – descriptions of the prevention programs and strategies with the greatest evidence of success

Name of Program/Strategy: Class Action

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1. Overview and description

Class Action is the second phase of the Project Northland alcohol-use prevention curriculum series. Class Action (for grades 11-12) and Project Northland (for grades 6-8) are designed to delay the onset of alcohol use, reduce use among youths who have already tried alcohol, and limit the number of alcohol-related problems experienced by young drinkers. Class Action draws upon the social influence theory of behavior change, using interactive, peer-led sessions to explore the real-world legal and social consequences of substance abuse. The curriculum consists of 8-10 group sessions in which students divide into teams to research, prepare, and present mock civil cases involving hypothetical persons harmed as a result of underage drinking. Using a casebook along with audio-taped affidavits and depositions, teens review relevant statutes and case law to build legal cases they then present to a jury of their peers. Case topics include drinking and driving, fetal alcohol syndrome, drinking and violence, date rape, drinking and vandalism, and school alcohol policies. Students also research community issues around alcohol use and become involved in local events to support community awareness of the problem of underage drinking. Class Action can be used as a booster session for the Project Northland series or as a stand-alone program.

2. Implementation considerations (if available)

When implementing Class Action, considerations include the costs for training and implementation, as well as teacher buy-in because sessions are integrated into regular class time.

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3. Descriptive Information

| | |
|----------------------------------|---|
| Areas of Interest | Substance abuse prevention |
| Outcomes | 1: Tendency to use alcohol 2: Binge drinking |
| Outcome Categories | Alcohol |
| Ages | 13-17 (Adolescent) |
| Genders | Male Female |
| Races/Ethnicities | American Indian or Alaska Native White Race/ethnicity unspecified |
| Settings | School |
| Geographic Locations | Rural and/or frontier Tribal |
| Implementation History | Data on implementation sites are not tracked by the developer. |
| NIH Funding/CER Studies | Partially/fully funded by National Institutes of Health: Yes Evaluated in comparative effectiveness research studies: No |
| Adaptations | Class Action has been translated into Spanish. Translated versions of the implementation materials are available from Hazelden Publishing and Educational Services. |
| Adverse Effects | No adverse effects, concerns, or unintended consequences were identified by the applicant. |
| IOM Prevention Categories | Universal |

4. Outcomes

Outcome 1: Tendency to use alcohol

| | |
|--------------------------------|---|
| Description of Measures | Students' self-reported past alcohol use and intentions to use alcohol in the future were measured using the Tendency To Use Alcohol Scale. The scale combined items from the Monitoring the Future survey on actual alcohol use with other items about intention to use alcohol. Questions included "On how many |
|--------------------------------|---|

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| | |
|-----------------------------------|--|
| | occasions have you had alcoholic beverages to drink?" at four past time points (lifetime, past 12 months, past 30 days, past 7 days) and "How likely is it that you'll drink an alcoholic beverage?" at four future time points (ever, next 12 months, next 30 days, next 7 days). Students responded on a scale from 1 (0 occasions) to 7 (40 or more occasions). |
| Key Findings | Class Action participants were less likely to report increased alcohol use or increased intentions to use alcohol in the future, as measured by the Tendency To Use Alcohol Scale, compared with peers who did not participate in the intervention ($p < .05$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.1 (0.0-4.0 scale) |

Outcome 2: Binge drinking

| | |
|-----------------------------------|---|
| Description of Measures | Binge drinking was measured using an item from the Monitoring the Future survey: "On how many occasions have you had five or more drinks in a row in the past 3 weeks?" Students responded using a 6-point Likert scale ranging from 1 (0 occasions) to 6 (10 or more occasions). |
| Key Findings | Students who received the program reported fewer occasions of binge drinking than students who did not receive the program ($p < .05$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.2 (0.0-4.0 scale) |

5. **Cost effectiveness report** (Washington State Institute of Public Policy – if available)
6. **Washington State results** (from Performance Based Prevention System (PBPS) – if available)
7. **Where is this program/strategy being used (if available)?**

| Washington Counties | Oregon Counties |
|----------------------------|------------------------|
| Asotin, Klickitat, Pacific | |

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8. Study Populations

The studies reviewed for this intervention included the following populations, as reported by the study authors.

| Study | Age | Gender | Race/Ethnicity |
|----------------|--------------------|------------------------|---|
| Study 1 | 13-17 (Adolescent) | 53% Male 47% Female | 93% White 5% American Indian or Alaska Native 2% Race/ethnicity unspecified |

9. Quality of Research

The documents below were reviewed for Quality of Research. Other materials may be available. For more information, contact the developer(s).

Study 1

Perry, C. L., Williams, C. L., Komro, K. A., Veblen-Mortenson, S., Stigler, M. H., Munson, K. A., et al. (2002). Project Northland: Long-term outcomes of community action to reduce adolescent alcohol use. *Health Education Research*, 17(2), 117-132.

Supplementary Materials

Perry, C. L., Williams, C. L., Forster, J. L., Wolfson, M., Wagenaar, A. C., Finnegan, J. R., et al. (1993). Background, conceptualization, and design of a community-wide research program on adolescent alcohol use: Project Northland. *Health Education Research*, 8(1), 125-136.

Perry, C. L., Williams, C. L., Komro, K. A., Veblen-Mortenson, S., Forster, J. L., Bernstein-Lachter, R., et al. (2000). Project Northland high school interventions: Community action to reduce adolescent alcohol use. *Health Education & Behavior*, 27(1), 29-49.

Williams, C. L., Toomey, T. L., McGovern, P., Wagenaar, A. C., & Perry, C. L. (1995). Development, reliability, and validity of self-report alcohol-use measures with young adolescents. *Journal of Child and Adolescent Substance Abuse*, 4(3), 17-40.

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity

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- 4. Missing data and attrition
- 5. Potential confounding variables
- 6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see Quality of Research.

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|-----------------------------------|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| 1: Tendency to use alcohol | 3.0 | 3.8 | 2.5 | 3.0 | 2.8 | 3.8 | 3.1 |
| 2: Binge drinking | 3.3 | 3.8 | 2.5 | 3.0 | 2.8 | 3.8 | 3.2 |

Study Strengths

A randomized controlled design with multiple evaluation strategies was used to examine the effect of this comprehensive alcohol prevention program. The program is based on a sound theoretical foundation, and the survey instruments used have good psychometric properties (high internal consistency and test-retest reliability) and acceptable criterion-related validity. The participation rate within the large population-based study was relatively high. In addition, appropriate and sophisticated analytic methods (growth curve analyses) were used to evaluate change across time, trends within the data, and differences among subgroups.

Study Weaknesses

One of the 24 school districts did not participate for 1 of the 2 years of Phase II (Class Action). Generalizability of findings is limited because the study took place in small, rural communities, and school districts were not equivalent at baseline. It is difficult to assess the relative contribution of the five intervention components to the success of the intervention. In addition, it is unclear why changes in psychosocial risk factors did not correspond to the changes in outcome measures.

10. Readiness for Dissemination

The documents below were reviewed for Readiness for Dissemination. Other materials may be available. For more information, contact the developer(s).

Dissemination Materials

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 1: Drinking and driving on trial. Hazelden Foundation: Center City, MN.

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 2: Fetal alcohol syndrome on trial. Hazelden Foundation: Center City, MN.

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 3: Drinking and violence on trial. Hazelden Foundation: Center City, MN.

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Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 4: Date rape on trial. Hazelden Foundation: Center City, MN.

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 5: Drinking and vandalism on trial. Hazelden Foundation: Center City, MN.

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Case 6: School alcohol policies on trial. Hazelden Foundation: Center City, MN.

Class Action postcards

NREPP Project Northland and Class Action Program Application: Readiness for Dissemination [Binder]

Perry, C., Williams, C., & Veblen-Mortenson, S. (2002). Class Action teacher's manual. Hazelden Foundation: Center City, MN. Project Northland/Class Action Surveys and Process Data Forms [CD-ROM]

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see Readiness for Dissemination.

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|---------------------------------|---------------------------------------|-------------------------------------|-----------------------|
| 4.0 | 3.8 | 2.8 | 3.5 |

Dissemination Strengths

The program curriculum is well designed and contains detailed instructions for teachers. Multiple copies of handouts and other materials are provided along with reproducible master copies. Training and support are available from the developer, though the comprehensive nature of the curriculum does not require significant levels of training. Classroom observation forms and satisfaction evaluation forms are provided to support quality assurance.

Dissemination Weaknesses

The extent of ongoing technical assistance available to potential implementers is unclear. No information is provided on how to analyze the information to be derived from the quality assurance materials.

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11. Costs

The information below was provided by the developer and may have changed since the time of review. For detailed information on implementation costs (e.g., staffing, space, equipment, materials shipping and handling), contact the developer.

| Item Description | Cost | Required by Program Developer |
|---|---|--------------------------------------|
| Class Action curriculum | \$595 each | Yes |
| Additional classroom packs of casebooks (36) and parent postcards (120) | \$395 per pack | No |
| 1-day, on-site basic or refresher training | \$2,200 per site per day, plus travelexpenses | No |
| 1-day, off-site basic or refresher training | \$200 per participant | No |
| Technical assistance | \$100 per hour | No |
| Quality assurance materials | Included with curriculum | No |

Additional Information

The cost to implement Class Action includes the purchase of the curriculum (which an experienced teacher can deliver without training) and the cost of the teacher's salary. Discounts are available depending on the volume of order totals, and purchasers who place orders through Hazelden's Online Bookstore receive free shipping.

12. Contacts

For information on implementation:

Richard Solly
(651) 213-4484
rsolly@hazelden.org

For information on research:

Kris Van Hoof-Haines
(651) 213-4331
kvanhoof-haines@hazelden.org

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