Welcome to Della Derscheid, B.A., RNC, PHN, who joins the GSAN staff as Coordinator of GSAN Outreach and Student Services. Derscheid is a second-year GSAN student who received a B.A. in nursing and psychology from Augustana College, Sioux Falls, SD.

Welcome! ! !

Welcome to Richard Roth who joins us as Communication Coordinator and editor of this journal. Richard received his Bachelors Degree in Public Health from West Chester University, PA and is currently studying for his Masters in Healthcare Administration.

To explore possible differences in parental influence depending on the adolescents’ stage of alcohol involvement, this study estimated separate models for adolescents who had and those who had not initiated alcohol use by the end of sixth grade. Further, to examine the effects of the intervention on the proposed relationships, separate models were estimated for intervention and reference groups within each baseline alcohol use category (users and non-users). Thus, four separate models were developed.

For adolescents who had not initiated alcohol use at baseline, parent norms around underaged drinking along with family discord and alienation exhibited the strongest effects on seventh and eighth grade alcohol use patterns.

Family discord and alienation had direct effects on initial alcohol use; parent norms had indirect effects through directly influencing adolescents’ alcohol-related cognitions. While findings from models for baseline alcohol users must be interpreted with caution due to high levels of construct collinearity, parent norms and levels of family discord and alienation also had the strongest effects on continued alcohol use among these adolescents.

Comparing structural models across intervention conditions, it was found that while baseline levels of “alcohol/substance use proneness,” an individual-level risk factor, had a positive relationship with Time 2 alcohol use...
CONGRATULATIONS!!!

Congratulations to GSAN faculty member, Renee Sieving, Ph.D., RNC, PNP, for receiving her doctorate in Behavioral Epidemiology from the School of Public Health, University of Minnesota.

...and Farewell

Farewell to Elizabeth Saewyc, BSN, RN, Coordinator of Communications and Research Support and editor of this newsletter, who will be left us to pursue her doctorate in Nursing Science at the School of Nursing, University of Washington, Seattle.

Della's Summer Practicum at Health Partners

Della completed her public health leadership practicum at the Health Partners Mental Health Center. Her preceptor was Peggy Trezona, M.S., R.N., C.S., who has master’s degree in Psychiatric and Mental Health Nursing with a certification as a Clinical Specialist in Adult Mental Health Nursing.

Peggy’s role is one of therapist, family violence services coordinator within the Health Partners mental health department, and chairperson of the Health Partners Child Abuse and Vulnerable Adult Team. Peggy is widely recognized as a public health leader within the community. As a practicum participant, Della was able to attend a variety of meetings which included the Primary Prevention Committee of the Health Care Coalition on Violence which is a part of the Governor’s Violence Prevention Task Force, Domestic Violence Task Force, Health Partners Child Abuse and Vulnerable Adult Team Meeting, Consultation Group meetings for incest survivor therapy with Noel Larson, Mentoring Group Meetings for Integrated Care, Health Psychology Didactic Seminars, and the Health Partners Child/Adolescent Services Redesign Project.

The redesign team project was structured with complimentary design and workgroup meetings. The design team meets first, creating a plan and identifying the desired outcomes to the workgroup meeting, which follows. This method is particularly useful when complex issues are discussed and significant progress must be made in a relatively short period of time.

ACTIVITIES OF FACULTY & STAFF

Linda Bearinger, Ph.D., M.S., RN: In addition to co-teaching the GSAN Summer Institute in June, Bearinger co-authored a MCHB continuing education grant for an Institute for Faculty Development in Adolescent Health during July.

Bearinger was invited to present “Capacity-Building through Research: Youth Prevention for Urban American Indians” at the special symposium celebrating the 10th anniversary of the establishment of the National Institute of Nursing Research, in Washington DC, September 19.

Bearinger has also been accepted to present a workshop, “This Time With Feeling: Presenting to Professional Audiences,” at the 27th annual meeting of the Society for Adolescent Medicine in San Francisco in March, 1997.

Elizabeth Saewyc (nee Carlson) B.S.N., RN: In July, Saewyc successfully passed the NCLEX-RN exam, and was licensed both as a registered nurse and as a public health nurse in Minnesota.

Saewyc has also been appointed co-moderator of the Professional Dinner for Nurses at the 27th annual meeting of Society for Adolescent Medicine in San Francisco in March, 1997.


Renee Sieving, M.S., RNC, PNP: In addition to co-teaching the GSAN Summer Institute in June, Sieving co-authored a MCHB continuing education grant for an Institute for Faculty Development in Adolescent Health during July.

In August, Sieving successfully defended her dissertation, "Process of Parental Influence on Alcohol Use Among Young Adolescents," to receive her doctorate in Behavioral Epidemiology from the School of Public Health, University of Minnesota. A presentation of the research for the Division of Epidemiology was given on August 28.

Again this year, Sieving will co-facilitate the Nursing Research Forum at the 27th annual meeting of the Society for Adolescent Medicine in San Francisco in March, 1997.

The practicum also included readings on the Family Systems Theories in Family Therapy, The Humphrey Diamond framing tool for leadership, and the Health Partners Adolescent Health Task Force Report.

The practicum project consisted of a literature search and review regarding the treatment effects upon the reported somatic symptoms of domestic violence victims, and is titled “Literature Review of the Treatment Effects Upon Reported Symptomatology by Domestic Violence Victors.”
Adolescent Actors in Focus:
The GSAN Summer Institute

by Renee Sieving, PhD, RNC, PNP

Sharmain Brown, age 17, served as Actor Coordinator for the 1996 GSAN Summer Institute. As a member of the Adolescent Actor Teaching Project, Sharmain also participated as an actor-educator in the simulated interview segments of the Summer Institute. Following are excerpts from an interview with Sharmain.

From your perspective, what kind of impact did the adolescent actors have on course participants?

I truly believe that, as a group, we had a powerful impact on the way participants’ will practice nursing! Adults often speculate about the issues, concerns, and needs of adolescents without the benefit of hearing directly from us.

Through contact with adolescents, both as members of discussion panels and simulated patients, class participants had the chance to incorporate our perspectives into their views of “the issues” and “the solutions.”

Characters we took on during the simulated interviews (from “tough” adolescents like “Spike” and “Jerusha” to more easy-going teens like “Scott” and “Armanda”) gave participants practice working with a broad range of personalities. Plus, the feedback we gave following the interviews helped participants to understand the positive and negative aspects of their one-on-one interactions from an adolescent perspective, an opportunity not often available in clinical settings.

What impact did the Summer Institute have on you, as a group of adolescent actors?

I have gained a greater appreciation of what it takes to become a good adolescent health care provider. Becoming a good provider, knowing what works in counseling adolescents with complex problems and issues, is hard work!

What were some of the other highlights of the Summer Institute for you?

One of the big highlights was working hard (like being at the Summer Institute every morning by 8 a.m. to revise and practice scripts and leaving exhausted after the afternoon interview sessions) to meet the goals we set as important. I believe that because we invested a good amount of time and energy in preparing and practicing our scenarios, we were able to capture participants’ attention and create an awareness of the need to listen, to really listen, to the voices of adolescents.

What were some of the most difficult parts of your work with the Summer Institute?

Probably the hardest thing for me was taking on a formal leadership role with my peers. I had to find a balance between the “let’s get down to business” mode, and being one of the group. One of my responsibilities involved making last minute changes in actors and character development; doing that got a little hairy!

What have you gained from your work with the AATP?

By acting, taking on the mind set of the characters I play, I better understand the experience of others on an emotional level. So, for example, I have become less ignorant about the way a lesbian adolescent may view herself and the world around her because, as an actor, I have walked in her shoes.

Being an educator is an empowering experience! As a group, the adults we worked with were really eager to get our feedback. I feel good about having helped to shape adults’ perceptions of the issues and conflicts adolescents often face, and the strengths and abilities that many adolescents have.

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Parental Influence, continued. from page 1

Among baseline non-drinkers from the reference group, this effect was reversed among adolescents from the intervention group.

This contrast between intervention and reference groups provided evidence of a Project Northland intervention effect with a subset of adolescents at high risk for early alcohol use initiation.

In 1987, Michael Goodstadt noted that to achieve long-term changes in adolescent drinking behaviors, multi-component approaches including community participation and parental involvement may be necessary to address the complex array of factors influencing adolescent alcohol use. Findings from this study support the theoretical notion that a complex array of social environmental, interpersonal, and behavioral influences underlie adolescents’ alcohol use behaviors.

Results also provide support and direction for parent involvement components of public health interventions aimed at reducing the incidence and prevalence of adolescent alcohol use. Young adolescents appear to internalize the alcohol-related norms of their parents, whether or not those norms actively support non-use among teenagers.

When the target population for intervention includes young adolescents, population-level interventions should include goals and strategies aimed at modifying parents’ norms related to underage drinking, educating parents about the influence of their normative standards on their adolescent children’s alcohol use, and helping parents to develop skills and practices necessary to create normative environments within their homes that strongly discourage underage alcohol use.

Editor’s note: The research summarized here was Dr. Sieving’s doctoral dissertation in Behavioral Epidemiology from the School of Public Health at the University of Minnesota.

References


