

whether the Cherokee population's compliance rate can be increased and (b) to determine whether the culturally specific brochure is significantly more effective in increasing the compliance rate.

This study addresses the final goal of the NCP (followup to address the barriers faced by individual women) by comparing the women in both proposed samples.

To accomplish the first objective, a culturally sensitive data collection instrument was developed, and two pilot studies were conducted. The questionnaire was administered to 10 women on the clerical staff at Bowman Gray School of Medicine at Wake Forest University to correct for unforeseen problems. The women were asked if any questions were offensive, confusing, in need of rewording or should be removed. The questionnaire was then adminis-

tered to 10 Cherokee women for similar criticism.

American Indian interviewers were trained then, and interviews were held in the women's homes. At the outset of the interview, the person was informed of the study's purpose and their right to refuse to answer any questions.

Addressing the study's second objective, all women undergoing Pap smears at the hospital during a 12-month period will receive a brochure. Half, chosen at random, will receive the culturally specific brochure based on interview results, and the remainder will receive the NCI brochure. Their medical records will be reviewed 18–24 months later for completed treatment and followup compliance. These results will be compared against medical records from women who were instructed to return for followup care during the two years prior to distribution of brochures.

Jean L. Harris, PhD

This entry, which tied for second in the 1995 Secretary's Award for Innovations in Health Promotion and Disease Prevention, was submitted by Pennsylvania State University, Dr. Mary E. Nicholson, Faculty Adviser.

Address correspondence to Dr. Harris, Winthrop University, 119 Peabody Bldg., Rock Hill, SC 29733; tel. 803-323-4697; fax 803-323-2124; e-mail <harrisj@winthrop.edu>.

The Trading Cards Program— Using High School Role Models for Drug Abuse Prevention

The surge of adolescent substance use that began in the 1960s and increased throughout the 1970s showed signs of decline through the early 1990s. Recent reports, however, found that substance use among adolescents is on the rise again.

Complicating these statistics are data that indicate the average age of initiating cigarette use was 11.6 years, alcohol 13.1 years, and marijuana 13.4 years. It is desirable to prevent or at least delay adolescents' experimentation with alcohol, tobacco, or other drugs.

Various prevention strategies have been implemented in response to adolescents' use of licit and illicit substances. The incorporation of a role model component into drug education programs prior to adolescent experimentation attempts to impact the patterns of adolescent use. Peers can be positive role models of nonuse, create a norm that drug use is undesirable rather than acceptable, and provide alternatives to drug use.

Despite an increase in the use of role models in drug abuse prevention, there are limited data regarding their efficacy. Through an evaluation of the Trading Cards Program, this project aims to provide evidence of the efficacy of role models in drug abuse prevention. Briefly, the Trading Cards Program uses high school students, who pledge a drug-free lifestyle, to model behaviors and social competencies for elementary students as it facilitates relationships

between students in the same community.

The Trading Cards Program was implemented in a public school district in Billings, MT. Interested students made formal application to the program. The application process required students and their parents or guardians to complete two short essays. In addition, interested students had to meet established eligibility requirements such as participation in extracurricular activities, minimum 2.5 grade point average, and no current violations of the school district's extracurricular alcohol, tobacco, and drug use policy.

A committee of three teachers and one administrator reviewed 28 applications for eligibility and selected 27 high school students to be role models for the program. The high school students selected agreed to model drug-free behaviors and social competencies for elementary students in the same community.

The role models had their photographs, curriculum vitae, and original drug-free mottos (for example, "Not everyone is doing it"; "You lose if you use") printed on baseball style trading cards. Students from the six elementary schools that fed into the high school earned the cards through exemplary behavior like cooperation and homework completion.

The role models began the Trading Cards Program with a kick-off assembly at each elementary school. At the assemblies, the role models attempted to dispel the myths that the elementary students associated with high school, specifically the myths associated with alcohol and drug use in high school. All models introduced themselves, described what high school life was like, discussed how they handled peer pressure, identified alternatives they choose to substance use, and fielded questions from the audience.

The models continued weekly visits to elementary schools, during lunch and recess time, throughout the eight-week program. Although there was no curriculum or structured lessons used by the role models, the kick-off assemblies and weekly visits emphasized interaction between drug-free high school students and elementary students. This informal protocol provided opportunities for elementary students to interact one-on-one with older peers who chose a lifestyle free of drugs and alcohol.

The Trading Cards Program uses the notion of heroes and idols but brings it closer to home. Elementary students can interact with tangible models from their own communities rather than rely on the heroes constructed by the media. It facilitates interaction between elementary and high school students in a school setting. However, interaction between these two groups inevitably occurs in the community as well. This incidental contact between elementary students and the models of the program is likely to occur in the presence of parents or guardians, thus increasing the likelihood of parent or guardian involvement in drug prevention efforts.

The evaluation of the Trading Cards Program indicated there were differences in perceptions about nonuse between participants and nonparticipants. Of the students who received the program, 76.3% reported they knew high school kids who say alcohol and drug use can hurt them compared with 67.1% of nonparticipants. More participants (76.2%) than nonparticipants (58.6%) reported that high school students have discussed alternatives to alcohol and drug use with them. Also, nonparticipants (26.7%) reported no communication with high school students regarding the risks associated with alcohol and drug more often than participants (13.5%).

Third Place Winning Proposal

Healthy Living—Teaching Adolescents about Prevention and Health. Patrick J. Snowman and Stephanie K. Fowler

Runners-up

Improving the Pneumococcal Immunization Status of Older Adults: A Community Effort. Linda L. Beede

Confronting Domestic Violence in the Medical Setting: A Course for the Medical School Curriculum. Amy S. Gottlieb

National Health Service Corps Health Promotion and Disease Prevention: Pasco County Public Health Dental Initiative. Brad T. Guyton

At the Cultural Crossroads: the Asian American Health Care Network. Joseph Han, Max Yang, Suo Yi Lee, Tony Sun, Gwen Barretto, Steve Fu, and Christine Chu

Beyond Survival: Health Promotion for Women Who Were Sexually Abused in Childhood. Polly A. Hulme

Using Electronic Communication to Raise Adult Immunization Levels. Theresa J. McCann

An Innovative Program to Improve the Oral Health of Individuals with Mental Retardation. Gregory McKenna and Steve Ghim

Consortium for Alcohol and Drug Education: A Community Forum on Drug Abuse Prevention. Julie Nack, Julie Randall, and Jane Russell

Culture-Specific Nutrition Education for Southern African American Adolescents. Jan Owens

Prevention for Carpal Tunnel Syndrome: A Workplace Program for Sewing Machine Operators in Rural South Carolina. Karen Piegorsch

Immediate Treatment of Dento-Facial Trauma of the Child Patient in the School System. Sidney Rosenthal and Arthur Mowery

Development of a Mobile Perinatal Project in Rural SE Ohio Utilizing Individualized Care Coordination. Sandra Yvonne Walker

Community Glaucoma Screening Program. Laura L. Wayman
Moral Combat: Using a Pro-Social Video Game to Reduce Violence among Adolescents. Benita L. Weathers and Jay M. Bernhardt

Breast Self-Examination Program for African American Women. Tricia Wehrle

An Osteoporosis Prevention Project for Women Students at West Chester University. Melanie Weiss