

Health and Society Seminar Series



Adolescents as resources in school-based interventions: Experimental and mixed methods investigations

Emily Ozer
University of California, Berkeley

Tuesday, June 8, 2010
12:00 - 1:00 p.m.

The Rose Room, 3E47
3rd Floor, TRW Building,
3280 Hospital Drive NW, Calgary

This is a particularly interesting and challenging time in the health promotion and disease prevention field: On the one hand, there is a push for ever more program fidelity in the diffusion of empirically-supported programs. On the other hand, there is a push for ever more local ownership and control of programs. Surprisingly, there is little empirical research that actually investigates if programs implemented through a collaborative process are more effective, and if they better fit the identified needs of the community, are perceived as more relevant, and better incorporate the community's values and norms. In this talk Dr. Ozer will discuss two research projects, in which she is studying the effects of engaging adolescents as collaborators in school-based interventions. One focuses on evaluating the impact of youth-led participatory research on students and their school settings. The other compares the "value added" of eliciting feedback from youth and other local stakeholders in adapting school-based prevention program (violence and substance abuse prevention). Her presentation will highlight the strategies used and challenges encountered in this multi-method study, and invite feedback from participants regarding the analytic decisions involved in the quantitative and qualitative components of this research.

Emily Ozer received her Ph.D from UC-Berkeley in 1999 in clinical psychology with an emphasis on community psychology. As an Associate Professor at the UC-Berkeley School of Public Health, she teaches graduate courses in behavioural science theory, mental health, community interventions, and program evaluation. She has pursued two lines of research on adolescent development in context: *What features of social settings promote healthier development in the face of violence and other risks?* and *What characteristics of school-based prevention programs mediate and moderate program effects?* She is particularly interested in how the school and classroom contexts in which prevention programs are implemented affect positive outcomes, and what students actually experience when schools implement research-based programs.

Her primary research at the present time involves a multi-method study of the impact of an empowerment-oriented participatory research intervention on adolescents attending San Francisco public schools, funded by the Centers for Disease Control and the William T. Grant Foundation. She is currently part of a national research network of developmental scientists who are working towards the integration of quantitative and qualitative methods for the study of human development.

This Seminar Series is hosted by the Population Health Intervention Research Centre (www.ucalgary.ca/PHIRC). We'd like the seminars to reflect a range of perspectives and interests. Please contact Lindsay Bradshaw, at ph (403) 210 9316; or by email bradshaw@ucalgary.ca if you have any ideas or suggestions for future speakers.



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