

Social and Peer Support in Health: An Ecological and Global Perspective

Edwin Fisher, Ph.D.
Health Behavior 756-001; Spring, 2020
University of North Carolina – Chapel Hill
Mondays, 2:30 – 5:30 PM; Rosenau Room 332

March 23, 2020

Edwin B. Fisher, Ph.D.
Global Director, Peers for Progress (peersforprogress.org)
Professor, Department of Health Behavior
Gillings School of Global Public Health
University of North Carolina-Chapel Hill
edfisher@unc.edu; 919 966 6693
Office Hours: Flexible, By Appointment

As social animals, we need friends. But real friends are not attracted by fear, but by warm-heartedness and compassion. By using our intelligence, we have the ability to develop concern for limitless sentient beings. The Dalai Lama

Zoom for 3/23-End of Semester: <https://uncsph.zoom.us/j/535098913>

Note: Syllabus assumes extension of Spring semester by 1 week. If the decision is made to keep to original class schedules, accommodation will be made to class content for March 30-April 20.

Overview

This course has four broad purposes.

1. Review key features of social support, a very powerful but not well understood aspect of human behavior and experience.
2. Review applications of social support to health promotion.
3. Consider these issues from a global and cross-cultural perspective.
4. Through the group project and term paper, provide the student the opportunity to contribute to an application of peer support and examine how (a) fundamental features of and research on social support inform that application, as well as how (b) the process of application heightens understanding of fundamental features of and research on social support.

The course is divided into two types of readings: a) foundational and research literature on social support; b) applications of social support, largely through peer support programs. These are interspersed throughout the semester.



The ***underlying theme*** of the course is that the two sections are related, that understanding social support can enhance our ability to develop effective peer support interventions ***and*** that implementing and evaluating peer support interventions can expand our fundamental understanding of this very important but poorly understood influence, social support.

Term Project and Term Paper – To Be Revised

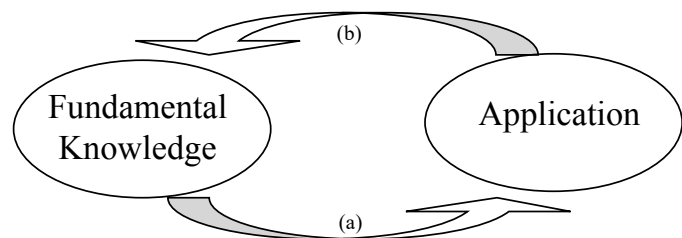
During our first class on January 14, we will discuss students' interests in problems or challenges to which peer support might be applied. Either in several teams and/or as individuals, students will identify on January 28 a topic for which they would like to develop a model peer support intervention. This will serve then as the focus of written assignments and several class discussions (e.g., Workshop on March 25) through the semester and in the term paper.

Term Project This will be a detailed outline of a peer support intervention or enhancement of an existing peer support intervention addressing a problem or challenge of the student's choosing. The outline should be sufficiently detailed that it might guide the efforts of an organization wishing to implement the project. The report of the term project should address the topics detailed for class discussion of how to develop a peer support program, scheduled for March 25.

Students wishing to do so may propose other topics for the project, e.g., a report on some key issue, such as the integration of digital health in peer support.

The report of the Term Project will be presented by Powerpoint, Instagram or other appropriate format in the last class on Monday, April 29, 2:30-5 pm – subject to change.

Term Paper Reflecting on the Term Project developed during the semester, describe how (a) fundamental features of and research on social support informed your project, as well as how (b) the process of application heightened your understanding of fundamental features of and research on social support.



Due by electronic copy to edfisher@unc.edu by

Monday, May 6, 5 pm, 12-point, Times New Roman, 0.75 in. top and bottom margins, 1.0 in. side margins, maximum = 8 pp not including cover and references.

Mid-Term Assignment – As preparation for the Term Paper, choose ***a*** fundamental concept or research finding about social support. This fundamental concept or finding can come from the readings on Fundamentals (1/27), Social Networks and Environmental Determinants (2/10), Attachment (2/17) or some other fundamental feature of social support and social influence about which you have read. Then:

- a) describe the key features of the concept or finding and why you think it is important or interesting;
- b) describe how the concept or finding informs or sheds light on the work you are doing or anticipate doing for your Term Project (or for some other social support intervention in which you are interested)
- c) describe how the process of applying the concept or finding to your Term Project or some other intervention heightens your understanding of the concept or finding. If you like, extend this last part to our understanding of broader features of social support.

Due by electronic copy to edfisher@unc.edu by 5 pm Friday, February 28. 12-point, Times New Roman, double spaced, 0.75 in. top and bottom margins, 1.0 in. side margins, Maximum = 5 pp

not including cover and references.

If extension is desired, send email to edfisher@unc.edu by 5 pm February 28 providing expected date and time by which you will submit paper.

Grading Scheme Assignment of final grades will be guided by the following:

Term Paper	35%
Mid-Term Assignment	25%
Class Participation	20%
Term Project (Document or Product for the field)	20%

Class Discussion

While avoiding a rigid format, class sessions will generally follow the following format:

- Overview lecture on key points of readings
- General discussion of readings: What was interesting or unexpected or controversial. Students should come to class prepared to raise such points.
- Break
- Small group discussion of implications of the readings.
- General discussion of points raised in small group discussions.
- What have we learned today? What's the take-away?

Recognizing, Valuing and Encouraging Inclusion and Diversity

As a course offered through the Gillings School, its conduct should contribute to the School being a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to the School's mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to its strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status.

Prizing diversity needs to include students, alumni, faculty and staff perceiving the School's environment as welcoming, valuing all individuals and supporting their development."

In this class, these commitments will take the following forms:

1. Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
2. Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
3. Encourage and solicit feedback from students to continually improve inclusive practices.
4. As a student in the class, you are also expected to understand and uphold the following UNC policies:
 - Diversity and Inclusion at the Gillings School of Global Public Health: <http://sph.unc.edu/resource-pages/diversity/>
 - UNC Non-Discrimination Policies: <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
 - Prohibited Discrimination, Harassment, and Related Misconduct at UNC: <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

1/13	<p>First Class – Overview</p> <p>Optional: Several papers of general interest related to social support: Williams, H. (December 19, 2013). Six Facts about Elephant Families. <i>The Independent</i>. Preston, E. (January 9, 2020.). Parrots Show Off Selfless Behavior. <i>New York Times</i>.</p>
1/20	No Class – Martin Luther King Day
1/27	<p>Foundations: Fundamentals</p> <p><i>Does Social Support Matter?</i> Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: a meta-analytic review. <i>PLoS Med</i>, 7(7), e1000316.</p> <p><i>What are the Basics of Social Support? How does it “get under the skin”?</i> Uchino, B. N. (2006). Social Support and Health: A Review of Physiological Processes Potentially Underlying Links to Disease Outcomes. <i>Journal of Behavioral Medicine</i>, 29 (4): 377-387.</p> <p>Harlow, H.F., & Harlow, M. (1966) Learning to love. <i>American Scientist</i> 54 (3), 244-272. Read 1st par, p. 244, The Infant-Mother Affectional System pp. 248-253, and pp. 268 (from: “We have a number of studies ...”) through 272. (NB: PDF includes additional pages that are not required)</p> <p>Cohen S, Doyle WJ, Skoner DP, Rabin BS, Gwaltney JM Jr. (1997). Social ties and susceptibility to the common cold. <i>JAMA</i> 277(24):1940-1944. Note: Don’t worry about the biology, but get the “gist” and note the analyses of aspects of social connections that are most predictive of susceptibility.</p> <p>Francis, D.D., Champagne, F.A., Liu, D. & Meaney, M.J. (1999). Maternal care, gene expression, and the development of individual differences in stress reactivity. <i>Annals of the New York Academy of Sciences</i>. 896: 66-84.</p> <p><i>Conceptual Background: Interaction, Context, and Behaviorism (Not assigned but helpful as general background)</i></p> <p>Fisher, E.B., Zhong, X., Kowitt, S., & Nan, H. (2015). The Importance of Contexts and the Roles of Community and Peer Support Programs in Bridging Gaps among Contexts, Self-Management Interventions, and Clinical Care. In J. Rodriguez-Saldana (Ed.), <i>Quality of Health Care: Challenges, Evidence and Implementation</i>.</p> <p>Rachlin, H., Green, L., Vanderveldt, A., & Fisher, E. (2018). Behavioral Medicine’s Roots in Behaviorism: Concepts and Applications. In E. B. Fisher, L. D. Cameron, A. J. Christensen, U. Ehlert, Y. Guo, B. Oldenburg & F. J. Snoek (Eds.), <i>Principles and Concepts of Behavioral Medicine: A Global Handbook</i>. New York: Springer. Read: Reinforcement (241-242), Alternative Reinforcers to Why Basic Behavioral Principles Matter for Health Promotion (243-248), Alternatives and Patterns of Choice (249- 2nd par on 250), Discounting and Self Control Coda: Classical Conditioning (255-258), Obesity, Patterns of Behavior, and Teleological Behaviorism – Conclusions (262-271)</p> <p>For Reference – Not Assigned: House, J. S., Landis, K. R., & Umberson, D. (1988). Social relationships and health. <i>Science</i>, 241, 540-544.</p>

	<p>Sallis, J. F., Owens, N., & Fisher, E. B. (2008). Ecological Models of Health Behavior. In K. Glanz, B. K. Rimer, & V. Viswanath (Eds.) Health Behavior and Health Education: Theory, Research and Practice (4th Edition). San Francisco, CA: Jossey Bass.</p> <p>OR</p> <p>Sallis, J. F., & Owen, N. (2015). Ecological Models of Health Behavior. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), Health Behavior: Theory, Research and Practice (5th ed.) (pp. 43-64). San Francisco: Jossey-Bass.</p>
<p>2/3</p>	<p>Applications: Successful Peer Support Interventions Perry, H. B., Zulliger, R., & Rogers, M. M. (2014). Community health workers in low-, middle-, and high-income countries: an overview of their history, recent evolution, and current effectiveness. <i>Annual review of public health</i>, 35, 399-421.</p> <p>Optional: Fisher EB, Ayala GX, Ibarra L, Cherrington AL, Elder JP, Tang TS, et al. Contributions of Peer Support to Health, Health Care, and Prevention: Papers from Peers for Progress. <i>Ann Fam Med</i>. 2015;13 Suppl 1:S2-8.</p> <p>Read and come to class prepared to describe what you think is most interesting about your choice of a peer support intervention and its evaluation. Here is syntax for PubMed that you may find helpful:</p> <p>(peer-support[tiab] OR promotora*[tiab] OR doula[tiab] OR coach*[tiab] OR community-health-worker*[tiab] OR lay-health-worker* OR lay-health-adviser*[tiab] OR natural-helper*[tiab] OR peer-educator*[tiab] OR community-health-aide*[tiab] OR health-worker*[tiab] OR health-advocate*[tiab] OR community-health-promoter*[tiab] OR community-health-representative*[tiab] OR outreach-worker*[tiab] OR dumas*[tiab] OR embajadores*[tiab] OR consejeras*[tiab] OR peer-provider*[tiab] OR mutual-support*[tiab]) AND (**)</p> <p>** Fill in here terms to capture the topic of your choosing.</p> <p>Please send to edfisher@unc.edu the title, citation, and abstract of the paper you choose by, NB, 6 am, Monday, February 3. These will be consolidated and distributed to others in the seminar before class on Monday, February 3.</p> <p>Then please come to class prepared to describe in about 5 minutes why you thought the paper was interesting, important – or seriously flawed.</p> <p>Guest Speaker Brad Thompson, MA, co-founder of The HALI Project – a non-profit organization founded with his wife, Karen Thompson, that provides counseling and education services for families who have children with special needs. Brad is also Family Support & Empowerment Program Supervisor for the Child Neurology Foundation Title: <i>Serving Families/Inspiring Hope</i></p>
<p>2/10/20</p>	<p>Foundations: Review from 2/3: Perry, H. B., Zulliger, R., & Rogers, M. M. (2014). Community health workers in low-, middle-, and high-income countries: an overview of their history, recent evolution, and current effectiveness. <i>Annual review of public health</i>, 35, 399-421.</p>

	<p>Social Networks & Environmental Determinants of Social Support: Christakis, N.A., & Fowler, J.H. <i>Connected</i>. 2009. New York: Little Brown. Chapter 1. Goffman E. <i>Asylums</i>. New York: Doubleday; 1961. On the Characteristics of Total Institutions, pp. 3-9, 14-17 to “An engaging illustration...”, III – pp. 35-38 up “Although the process...” Rogers, E. M. & Kincaid, D. L. (1981). Communication Networks: Toward a New Paradigm for Research. New York: The Free Press. Section on “Strength of Weak Ties,” pp. 243-245. Putnam, R.C. 1995. Bowling Alone: America’s declining social capital. 1995. <i>Journal of Democracy</i>, 6: 65-78 Question: How do these concepts perhaps apply to the much talked about “division” in the United States? Leyden, K. M. (2003). Social capital and the built environment: the importance of walkable neighborhoods. <i>American journal of public health</i>, 93(9), 1546-1551. Jackson SE, Steptoe A, Wardle J. The Influence of Partner's Behavior on Health Behavior Change: The English Longitudinal Study of Ageing. <i>JAMA internal medicine</i>. 2015. Consider how these concepts would guide group programs, e.g., the trade-off between homogeneity for group cohesion and diversity for exposure to varied perspectives. An ideal group might include members who share characteristics that are important to them, but who also bring diverse “friends’ friends’ friends” (Christakis) and perspectives to the group</p>
2/17/20	<p>Foundations: Attachment</p> <p>Assignment: Bring a Valentines Day card or copy of one!</p> <p>Bowlby, J. (1988). <i>A Secure Base</i>. Basic Books. Lecture 1: Caring for Children, pp. 6-19. Lecture 7: The Role of Attachment in Personality Development, pp. 119-136. Sroufe, L. A. (2005). Attachment and development: a prospective, longitudinal study from birth to adulthood. <i>Attach Hum Dev</i>, 7(4), 349-367.</p> <p>Please Skim the Following:</p> <p>Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. <i>Journal of Personality and Social Psychology</i>, 52, 511-524.</p> <p>The following address several issues of interest surrounding attachment. Browse them as you are interested and able.</p> <p>Green , B.L., Furrer, C.J., & McAllister, C.L. (2011): Does attachment style influence social support or the other way around? A longitudinal study of Early Head Start mothers. <i>Attachment & Human Development</i>, 13:1, 27-47</p> <p>Letourneau, N., Tryphonopoulos, P., Giesbrecht, G., Dennis, C. L., Bhogal, S., & Watson, B. (2015). Narrative and Meta-Analytic Review of Interventions Aiming to Improve Maternal-Child Attachment Security. <i>Infant Ment Health J</i>, 36(4), 366-387.</p> <p>Waldinger, R. J., Cohen, S., Schulz, M. S., & Crowell, J. A. (2015). Security of attachment to spouses in late life: Concurrent and prospective links with cognitive and emotional wellbeing. <i>Clinical psychological science</i>, 3(4), 516-529. doi:10.1177/2167702614541261</p>

	<p>Wayment, H.A., & Vierthaler, J. (2002) Attachment style and bereavement reactions. <i>Journal of Loss and Trauma</i>, 7: 129-149.</p> <p>Mak, M. C. K., Bond, M. H., Simpson, J. A., & Rholes, W. S. (2010). Adult attachment, perceived support, and depressive symptoms in Chinese and American cultures. <i>Journal of Social and Clinical Psychology</i>, Vol. 29, No. 2, 2010, pp. 144-165, 29(2), 144-165.</p>
2/24	<p>Applications: Loneliness, Social Isolation, Health, Mental Health, and Peer Support</p> <p>Kristof, N. & WuDunn, S. (January 9, 2020.). Who Killed the Knapp Family. <i>New York Times</i>.</p> <p>Perissinotto CM, Stijacic Cenzer I, Covinsky KE. Loneliness in older persons: a predictor of functional decline and death. <i>Arch Intern Med</i>. 2012;172(14):1078-1083.</p> <p>Wyman, P. A., et al. (2010). "An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools." <i>Am J Public Health</i> 100(9): 1653-1661.</p> <p>Motto, J. A. and A. G. Bostrom (2001). "A randomized controlled trial of postcrisis suicide prevention." <i>Psychiatr Serv</i> 52(6): 828-833.</p> <p>Guest Presenter: Michael Quarshie, MealLogger.com. Enhancing web apps through social networking.</p>
3/2	<p>Applications: Practical Challenges in Developing and Managing Peer Support Interventions</p> <p>Assigned</p> <p>Zhong X, Wang Z, Fisher EB, Tanasugarn C. Peer Support for Diabetes Management in Primary Care and Community Settings in Anhui Province, China. <i>Ann Fam Med</i>. 2015; 13 Suppl 1:S50-8.</p> <p>National Council of La Raza and Peers for Progress (2014). Peer Support in Health – Evidence to Action: An Expert Report of the National Peer Support Collaborative Learning Network.</p> <p>General Resource</p> <p>Peers for Progress. (2014). Peer Support in Health and Health Care: A Guide to Program Development and Management. (http://peersforprogress.org/wp-content/uploads/2012/07/20120706_pfp_guide_for_pdmgmt_june_2012.pdf)</p> <p>Workshop:</p> <p>For the project on which you are focusing, come to class prepared to discuss in small discussion groups what you think would be a fine peer support intervention. Think about and be prepared to discuss three or four of the following with reference to your project. You do not have to present anything, but do think about three or four and be prepared to discuss them in small groups.</p> <ol style="list-style-type: none"> 1. The major topics or objectives of the intervention 2. Whom you will seek to recruit as peers and how you will recruit them 3. How you will train the peers 4. How or through what channels peer support will take place 5. How the peers will be assigned to and/or initially engage those they help 6. How long will the intervention last, how may it evolve over time 7. How you will provide back-up, supervision, and role enrichment to the peers

	<p>8. Whom will want to convince of the program's value and how you will evaluate it</p> <p>9. What questions you will need to answer through formative evaluation or other planning</p>
3/9-3/16	Spring Break
3/23	<p>Applications: Primary Care, the Accountable Care Organization, and Peer Support Guest Presenter: Timothy Daaleman, D.O., M.P.H., Professor of Family Medicine at UNC School of Medicine (4:15-5:30 PM)</p> <p>Readings: Daaleman TP, Fisher EB. Enriching Patient-Centered Medical Homes Through Peer Support. <i>Ann Fam Med</i>. 2015;13 Suppl 1:S73-8.</p> <p>Rogers, E. A., Manser, S. T., Cleary, J., Joseph, A. M., Harwood, E. M., & Call, K. T. (2018). Integrating Community Health Workers Into Medical Homes. <i>Ann Fam Med</i>, 16(1), 14-20. doi:10.1370/afm.217</p> <p>Kaufman, B. G., Spivack, B. S., Stearns, S. C., Song, P. H., & O'Brien, E. C. (2019). Impact of Accountable Care Organizations on Utilization, Care, and Outcomes: A Systematic Review. <i>Med Care Res Rev</i>, 76(3), 255-290. doi:10.1177/1077558717745916</p> <p>Unassigned: Collinsworth, A., Vulimiri, M., Snead, C., & Walton, J. (2014). Community health workers in primary care practice: redesigning health care delivery systems to extend and improve diabetes care in underserved populations. <i>Health Promot Pract</i>, 15(2 Suppl), 51S-61S.</p>
3/30	<p>Foundations: Culture and Social Support. What is universal? What is specific? (Originally assigned for 3/16)</p> <p>Kim, H.S., Sherman, D.K., & Taylor, S.E. (2008). Culture and social support. <i>American Psychologist</i>. 63(6): 518-526.</p> <p>Read and come to class prepared to discuss one of the following:</p> <p>Kowitt, S.D., Emmerling, D., Fisher, E.B., Tanasugarn, C.. (2015). Community Health Workers as Agents of Health Promotion: Analyzing Thailand's Village Health Volunteer Program. <i>J Comm Health</i>, 40, 780-788.</p> <p>Yu, S., Kowitt, S. D., Fisher, E. B., & Li, G. (2017). Mental Health in China: Stigma, Family Obligations, and the Potential of Peer Support. <i>Community Mental Health Journal</i>. doi:10.1007/s10597-017-0182-z</p> <p>These two brief pieces by Chibanda on "Friendship Benches" count as one: Chibanda, D. (2017). Reducing the treatment gap for mental, neurological and substance use disorders in Africa: lessons from the Friendship Bench in Zimbabwe. <i>Epidemiol Psychiatr Sci</i>, 26(4), 342-347. doi:10.1017/S2045796016001128</p>

	<p>Chibanda, D: grandmothers help to scale up mental health care. (2018). <i>Bulletin of the World Health Organization</i>, 96(6), 376-377. doi:10.2471/BLT.18.030618</p> <p>Psychosocial studies of social support and social influence</p> <p>Fisher, E. B., Bhushan, N., Coufal, M. M., Kowitt, S., Parada, H., Sokol, R. L., et al. (2018). Peer Support in Prevention, Chronic Disease Management, and Well Being. In E. B. Fisher, L. D. Cameron, A. J. Christensen, U. Ehlert, Y. Guo, B. Oldenburg & F. J. Snoek (Eds.), <i>Principles and Concepts of Behavioral Medicine: A Global Handbook</i>. New York: Springer. Read sections on Nondirective and Directive Support, Implicit Support, Emotional Support and Categories or Types of Support, and Diversity of Social Networks and Total Institutions, pp. 653-657.</p> <p>Dutton, Y. E. (2012). Butting in vs. being a friend: cultural differences and similarities in the evaluation of imposed social support. <i>The Journal of social psychology</i>, 152(4), 493-509.</p> <p><u>Optional</u></p> <p>Mazzoni, D., & Cicognani, E. (2014). Problematic social support from patients' perspective: the case of systemic lupus erythematosus. <i>Soc Work Health Care</i>, 53(5), 435-445.</p> <p>Hooley, J. M., & Gotlib, I. H. (2000). A diathesis-stress conceptualization of expressed emotion and clinical outcome. <i>Applied & Preventive Psychology</i>, 9(3), 135-151.</p>
4/6/20	<p>Applications:</p> <p>Lessons Learned, Failure Factors, Success Factors, and Key Contributions of Peer Support to Improved Health Care</p> <p>Rogers, E. A., Hessler, D. M., Bodenheimer, T. S., Ghorob, A., Vittinghoff, E., & Thom, D. H. (2014). Diabetes peer coaching: do "better patients" make better coaches? <i>Diabetes Educ</i>, 40(1), 107-115.</p> <p>Fisher, E. B., Jr. (1997). Two approaches to social support in smoking cessation: Commodity Model and Nondirective Support. <i>Addictive Behaviors</i>, 22, 819-833. Responsible only for sections on Commodity Model, bottom of p. 820 through first half of p. 825.</p> <p>Fisher, E. B., Boothroyd, R. I., Elstad, E. A., Hays, L., Henes, A., Maslow, G. R., & Velicer, C. (2017). Peer support of complex health behaviors in prevention and disease management with special reference to diabetes: systematic reviews. <i>Clin Diabetes Endocrinol</i>, 3, 4. doi:10.1186/s40842-017-0042-3 Responsible only for section on "Analysis of interventions with nonsignificant effects," pp. 13-18, Table 9.</p> <p>Fisher EB, Ballesteros J, Bhushan N, Coufal MM, Kowitt SD, McDonough AM, et al. Key Features Of Peer Support In Chronic Disease Prevention And Management. <i>Health Aff (Millwood)</i>. 2015; 34(9):1523-30. Responsible only for sections on "Standardization And Adaptability In Disseminating Peer Support" (pp. 1524-1526), and "Strategic Considerations" (pp. 1527-28).</p>
4/13/20	<p>Applications:</p> <p>Mutual Support, Network Approaches</p> <p>Guest Presenter: Valarie Clark Worthy, Sisters' Network (2:45-4 pm)</p>

	<p>Visit the Sisters Network website (http://www.sistersnetworkinc.org) and website of Sisters Network Triangle (http://www.sisterstriangle.org/)</p> <p>Readings:</p> <p>Newman, L. A., & Jackson, K. E. (2009). The Sisters Network: A National African American Breast Cancer Survivor Advocacy Organization. <i>J Oncol Pract</i>, 5(6), 313-314. doi:10.1200/JOP.091037</p> <p>Kelly JF, White WL. (2012). Broadening the Base of Addiction Mutual-Help Organizations. <i>Journal of Groups in Addiction & Recovery</i>. 7: 82-101.</p> <p>Humphreys, K., & Moos, R. H. (2007). Encouraging posttreatment self-help group involvement to reduce demand for continuing care services: two-year clinical and utilization outcomes. <i>Alcohol Clin Exp Res</i>, 31(1), 64-68. doi:10.1111/j.1530-0277.2006.00273.x</p> <p>Nápoles-Springer AM, Ortíz C, O'Brien H, Díaz-Méndez M. (2009). Developing a Culturally Competent Peer Support Intervention for Spanish-speaking Latinas with Breast Cancer, <i>Journal of Immigrant and Minority Health</i>, 11:268–280.</p>
4/20/20	<p>Applications:</p> <p>Channels of peer support: eHealth, Social Networking, Online Resources and Mental Health</p> <p>Readings:</p> <p>Seltzer, L. J., Prosofski, A. R., Ziegler, T. E., & Pollak, S. D. (2012). Instant messages vs. speech: hormones and why we still need to hear each other. <i>Evolution and Human Behavior</i>. 33(1), 42-45.</p> <p>Morris RR, Schueller SM, Picard RW. Efficacy of a Web-based, crowd-sourced peer-to-peer cognitive reappraisal platform for depression: randomized controlled trial. <i>J Med Internet Res</i>. 2015;17(3):e72.</p> <p>Williams, E. D., Bird, D., Forbes, A. W., Russell, A., Ash, S., Friedman, R., . . . Oldenburg, B. (2012). Randomised controlled trial of an automated, interactive telephone intervention (TLC Diabetes) to improve type 2 diabetes management: baseline findings and six-month outcomes. <i>BMC Public Health</i>, 12, 602. doi:10.1186/1471-2458-12-602</p> <p>Balaji, M., Chatterjee, S., Koschorke, M., . . . Thornicroft, G., and Patel, V. (2012). The development of a lay health worker delivered collaborative community based intervention for people with schizophrenia in India. <i>BMC Health Services Research</i> 12:42.</p> <p>Chowdhary N, Anand A, Dimidjian S, et al. The Healthy Activity Program lay counsellor delivered treatment for severe depression in India: systematic development and randomised evaluation. <i>Br J Psychiatry</i>. 2016;208(4):381-388.</p> <p>Optional:</p> <p>Anand, A., Chowdhary, N., Dimidjian, S., & Patel, V. (2013). <i>Health Activity Program</i> (Program Manual). London School of Hygiene & Tropical Medicine.</p> <p>Holley, P. Meet 'Mindar,' the robotic Buddhist priest. <i>Washington Post</i>, 8/22/19</p> <p>Zilcha-Mano, S., Mikulincer, M., & Shaver, P. R. (2011). Pet in the therapy room: an attachment perspective on Animal-Assisted Therapy. <i>Attach Hum Dev</i>, 13(6), 541-561.</p> <p>Piette, J. D., Marinec, N., Janda, K., Morgan, E., Schantz, K., Yujra, A. C., . . . Aikens, J. E. (2016). Structured Caregiver Feedback Enhances Engagement and Impact of Mobile Health Support: A Randomized Trial in a Lower-Middle-Income Country. <i>Telemedicine journal and e-health : the official journal of the American Telemedicine Association</i>, 22(4), 261-268.</p>

TBA	<p><i>Term Project Presentations</i> – <i>To be scheduled if possible amidst changed end-of-semester arrangements. If not possible, projects submitted along with term paper.</i></p> <p>Workgroups or individuals should send current draft of Term Projects to edfisher@unc.edu by 24 hours before date for presentations. I will post these on Sakai so that students may have access to them prior to and during class on TBA. This of course does not preclude further work over the following several days.</p>
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