

## Mental Health Clinicians

Article: 5K

Tobler, N. (2000). Lessons learned. *The Journal of Primary Prevention*. 20(4) 261-274

### Research Checklist

- The strategy (or program) produced the desired changes in the target population.
- The research was conducted by reputable researchers and published in a reputable journal.
- The study used a rigorous evaluation design.
- The study shows few negative side effects.
- The study was replicated at more than one site.
- The program was implemented by school staff in the study.
- The study is a meta-analysis.

Check all that apply:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Prevention      | <input type="checkbox"/> Intervention            | <input type="checkbox"/> Treatment                |
| <input checked="" type="checkbox"/> Substance abuse | <input type="checkbox"/> Violence                | <input type="checkbox"/> Problem Behavior         |
| <input type="checkbox"/> Preschool                  | <input type="checkbox"/> Elementary              | <input checked="" type="checkbox"/> Middle School |
| <input checked="" type="checkbox"/> High School     | <input checked="" type="checkbox"/> School Staff | <input type="checkbox"/> Parents                  |
- Mental Health clinicians

Summary: (Give your opinion about the quality and outcome of this study. Would you recommend use of this strategy based on this article?)

the literature and programs reviewed in this analysis indicated several factors that increase the effectiveness of any drug use prevention program:

1. Interactive programs (vs. non-interactive)  
(note: as group size increased, effectiveness matched the non-interactive programs)
2. Utilization of mental health clinicians as program leaders
3. Commitment to the program from both family and the community.

these factors should be considered in the implementation of school-based prevention programs.