

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

Edwin Fisher, Ph.D.
Health Behavior 756-001; Spring, 2017
University of North Carolina – Chapel Hill
Mondays, 9:05 AM - 12:05 PM; McGavran-Greenberg Room1303

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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 sections. From January 23 through February 27, we will review foundational and research literature on social support. From March 6 to the end of the semester, we will review applications of social support, largely through peer support programs.

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.



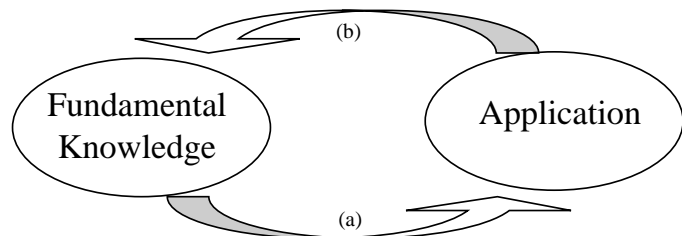
Student Project and Term Paper

During our first class on January 23, we will discuss students' interests in problems or challenges to which peer support might be applied. Either in one or two teams and/or as individuals, students will identify on January 30 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 20) through the semester and in the term paper.

Term Project This will be a detailed outline of a 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 term project report should address the topics detailed for class discussion of how to develop a peer support program, scheduled for March 20. (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).

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 Wednesday, May 4, 5 pm, 12-point, Times New Roman, 0.75 in. top and bottom margins, 1.0 in. side margins, maximum = 10 pp not including cover and references.



Mid-Term Assignment – As preparation for the Term Paper, describe one example of each of how (a) fundamental features of and research on social support inform the work you are doing for your project, as well as how (b) the process of application heightens understanding of fundamental features of and research on social support.

Due by electronic copy to edfisher@unc.edu by 5 pm Friday, March 10. 12-point, Times New Roman, 0.75 in. top and bottom margins, 1.0 in. side margins, Maximum = 5 pp not including cover and references.

Exercise on identifying a fundamental feature of support and its application. In 300 words or less, a) describe some fundamental feature of peer support that struck your interest in the first weeks of the course, and b) describe how it might be applied to the peer support intervention you are developing. Be sure to discuss (a) and (b) in separate paragraphs so that the distinction between them is clear. Due to edfisher@unc.edu by 5 pm February 24.

Example – How Fundamental Characteristics Influence Application and How Application Sharpens Understanding of the Fundamental: Here is an example of an initial paragraph from a former student's term paper. It shows how this student framed how applying the fundamental concepts had sharpened their understanding of those concepts.

Conceiving of peer support programs and their functions seems like a straightforward enterprise. However, when layered onto a specific context such as peer support for parents with the intention of preventing child maltreatment, complexity emerges that may not have been foreseen at the outset. The application of three aspects of fundamental peer support knowledge (the built environment, directive and nondirective support types, and the identity of peer supporters) helps to underscore this nuanced nature of peer support. Numerous aspects of peer support could be considered in relation to parent support programs, including the impact of culture, theoretical foundations, and problematic peer support, among others. However, for myself, the three areas reviewed within this paper present unique considerations related to both unstructured peer support and the structured peer support provided by programs such as Parents Anonymous

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

Term Paper	33%
Mid-Term Assignment	17%
Exercise on Identifying a Fundamental Feature of Support and its Application	10%
Class Participation	20%
Project (Document or Product for the field)	20%

Class Discussion

While avoiding a rigid format, discussion of readings, especially in the beginning of the course, will generally follow the following format:

Initial: What is interesting about these readings? (about 30 min)

Then:

- 1) What are some fundamental concepts developed through the readings?
- 2) How might they be applied?
- 3) How does that application shed light on key features of the fundamentals?

Section 1 – Foundations and Research on Social Support (January 23 - Feb 27)

In this first section of the course, we will review classic and current literature on social support, what it is, how it enters into health, and how it works.

1/23	<p>First Class – Overview</p> <p>A recent, noteworthy paper on peer support for mental health: Rahman, A., Hamdani, S. U., Awan, N. R., Bryant, R. A., Dawson, K. S., Khan, M. F., et al. (2016). Effect of a Multicomponent Behavioral Intervention in Adults Impaired by Psychological Distress in a Conflict-Affected Area of Pakistan: A Randomized Clinical Trial. <i>JAMA</i>, 316(24), 2609-2617.</p> <p>Also, sequence from NPR on peer support interventions for mental health in India: http://www.npr.org/sections/goatsandsoda/2017/01/05/508037801/when-theres-no-therapist-how-can-the-depressed-find-help and http://www.npr.org/2017/01/05/508408469/indias-community-approach-to-depression-tackles-treatment-shortage</p>
1/30	<p>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, <i>The Infant-Mother Affectional System</i> 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</p>

	<p>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. (2017, in press) Behaviorism: Fundamental Concepts, Current Trends, and Implications for Application.</p> <p>For Reference – Not Assigned:</p> <p>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.) <i>Health Behavior and Health Education: Theory, Research and Practice</i> (4th Edition). San Francisco, CA: Jossey Bass.</p>
<p>2/6</p>	<p>Social Networks & Environmental Determinants of Social Support:</p> <p>Christakis, N.A., & Fowler, J.H. <i>Connected</i>. 2009. New York: Little Brown. Chapter 1.</p> <p>Goffman E. <i>Asylums</i>. New York: Doubleday; 1961. Preface, ix-xi; On the Characteristics of Total Institutions, pp. 3-19, III – pp. 35-38, The Staff World, II, pp. 83-87.</p> <p>Rogers EM, Kincaid DL. Communication networks: Toward a new paradigm for research. New York: Free Press; 1981. Convergence analysis and the importance of weak ties, pp. 63-71, 243-245 (NB: PDF includes additional pages that are not required).</p> <p>Putnam, R.C. 1995. Bowling Alone: America’s declining social capital. 1995. <i>Journal of Democracy</i>, 6: 65-78</p> <p>Sander, T.H. & Putnam, R.C. 2010. Still bowling alone? The post-9/11 split. <i>Journal of Democracy</i>, 21: 9-16.</p> <p>Question: How do these concepts perhaps apply to the much talked about “division” in the United States?</p> <p>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.</p> <p>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.</p> <p>Researchers confront epidemic of loneliness, NYT, 9/5/16 http://www.nytimes.com/2016/09/06/health/loneliness-aging-health-effects.html</p> <p>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>

2/13	<p>Culture and Social and Peer Support. What is universal? What is specific? Guest Instructor: Sarah Kowitt, M.P.H.</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, Vol. 29, No. 2, 2010, pp. 144-165, 29(2), 144-165.</i></p> <p>Kim, H.S., Sherman, D.K., & Taylor, S.E. (2008). Culture and social support. <i>American Psychologist. 63(6): 518-526.</i></p> <p>Kowitt, S. D., Urlaub, D., Guzman-Corrales, L., Mayer, M., Ballesteros, J., Graffy, J., . . . Fisher, E. B. (2015). Emotional support for diabetes management: an international cross-cultural study. <i>Diabetes Educ, 41(3), 291-300.</i> doi:10.1177/0145721715574729</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, 40, 780-788.</i></p> <p>Yu, S., Kowitt, S.D., Fisher, E.B., Li, G. (2016) Mental Health in China: Stigma, Family Obligations, and the Potential of Peer Support.</p>
2/20	<p>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.</p> <p>Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. <i>Journal of Personality and Social Psychology, 52, 511-524.</i></p> <p>The following provide examples of how attachment styles take a role in important areas of social support and development. <i>Please read your choice of 2 of the 3.</i></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, 13:1, 27-47</i></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, 3(4), 516-529.</i> doi:10.1177/2167702614541261</p> <p>Wayment, H.A., & Vierthaler, J. (2002) Attachment style and bereavement reactions. <i>Journal of Loss and Trauma, 7: 129-149.</i></p> <p>Not Required – For Reference</p> <p>Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: a twenty-year longitudinal study. <i>Child Dev, 71(3), 684-689.</i></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, 36(4), 366-387.</i></p>
2/27	<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. (2017). 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</p>

& F. J. Snoek (Eds.), *Principles and Concepts of Behavioral Medicine: A Global Handbook*. 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. 11-16.

Dutton, Y. E. (2012). Butting in vs. being a friend: cultural differences and similarities in the evaluation of imposed social support. *The Journal of social psychology*, 152(4), 493-509.

Hooley, J. M., & Gotlib, I. H. (2000). A diathesis-stress conceptualization of expressed emotion and clinical outcome. *Applied & Preventive Psychology*, 9(3), 135-151.

Mazzoni, D., & Cicognani, E. (2014). Problematic social support from patients' perspective: the case of systemic lupus erythematosus. *Soc Work Health Care*, 53(5), 435-445.

Section 2 – Social and Peer Support Interventions (March 6 – April 24)

In this section of the course, we turn toward practical applications of social support in prevention, health, and health care.

<p>3/6</p>	<p>Successful Peer Support Interventions</p> <p>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, in press.</p> <p>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 ((Clinical Trial[ptyp] OR Randomized Controlled Trial[ptyp] OR Review[ptyp] OR Evaluation Studies[ptyp]) AND ("2014/06/30"[PDat] : "2016/01/15"[PDat]))) AND (**)</p> <p>** Fill in here terms to capture the topic of your choosing.</p> <p>Please send me (edfisher@unc.edu) the title, citation, and abstract of the paper you choose by noon, Friday, March 4 so that I may consolidate these and send them around to all in the seminar over the weekend before class on Monday, March 7.</p> <p>Then please come to class prepared to describe in 2-3 minutes why you thought the paper was interesting, important – or seriously flawed.</p> <p>Workgroup Presentation at 11:30</p>
<p>3/13</p>	<p>Spring Break</p>

3/20	<p>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 present what you think would be a fine peer support intervention. Be prepared to address:</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 8. Whom will want to convince of the program’s value and how you will evaluate it 9. What questions you will need to answer through formative evaluation or other planning
3/27	<p>Primary Care, the Patient-Centered Medical Home, and Peer Support</p> <p>Guest Presenter (9:05-10:20): Timothy Daaleman, D.O., M.P.H., Professor and Vice Chair of the Department of Family Medicine at UNC School of Medicine</p> <p>Readings – Tentative:</p> <p>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>Bielaszka-DuVernay, C. (2011). Vermont's Blueprint for medical homes, community health teams, and better health at lower cost. <i>Health affairs</i>, 30(3), 383-386.</p> <p>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> <p>Findley, S., Matos, S., Hicks, A., Chang, J., & Reich, D. (2014). Community health worker integration into the health care team accomplishes the triple aim in a patient-centered medical home: a Bronx tale. <i>The Journal of ambulatory care management</i>, 37(1), 82-91.</p> <p>McCalmont, K., Norris, J., Garzon, A., Cisneros, R., Greene, H., Regino, L., ... Kaufman, A. (2016). Community Health Workers and Family Medicine Resident Education: Addressing the Social Determinants of Health. <i>Fam Med</i>, 48(4), 260-264.</p>

4/3	<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.</p> <p>Fisher et al., Systematic Review of the Effects of Peer Support Interventions for Complex Health Behaviors (in preparation) Responsible only for Section on Unsuccessful Studies, pp. 14-17 and Table 7.</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.</p> <p>Workgroup Presentation at 11:30</p>
4/10	<p>Network Approaches</p> <p>Guest Presenter (9-10:15): Valarie Clark Worthy, Sisters' Network</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>Emrick, C.D. (1987). Alcoholics Anonymous: Affiliation Processes and Effectiveness as Treatment. <i>Alcoholism: Clinical and Experimental Research</i>. 11: 416-423.</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>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> <p>Workgroup Presentation at 11:30</p>
4/17	<p>Channels of peer support: eHealth, Social Networking, Online Resources</p> <p>Readings:</p> <p>Piette JD, Marinec N, Janda K, Morgan E, Schantz K, Yujra AC, et al. Structured Caregiver Feedback Enhances Engagement and Impact of Mobile Health Support: A Randomized Trial in a Lower-Middle-Income Country. <i>Telemed J E Health</i>. 2016;22(4):261-8.</p> <p>Weiss JB, Berner ES, Johnson KB, Giuse DA, Murphy BA, Lorenzi NM. Recommendations for the design, implementation and evaluation of social support in online communities, networks, and groups. <i>J Biomed Inform</i>. 2013;46(6):970-6.</p> <p>Naslund JA, Aschbrenner KA, Marsch LA, Bartels SJ. The future of mental health care: peer-to-peer support and social media. <i>Epidemiology and psychiatric sciences</i>. 2016;25(2):113-22.</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>Workgroup Presentation at 11:30</p>
4/24	<p>Mental Health and Peer Support</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>Patel V, Weiss HA, Chowdhary N, Naik S, Pednekar S, Chatterjee S, et al. Lay health worker-led intervention for depressive and anxiety disorders in India: impact on clinical and disability outcomes over 12 months. <i>Br J Psychiatry</i>. 2011;199(6):459-66.</p> <p>Workgroup's meet at 11:30 to finalize plans for presentations</p>
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