

Improving Healthy Lifestyle Behaviors, Mental Health and Academic Outcomes in Adolescents with COPE TEEN

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAAN

Life in a Small Coal Mining Town in Republic, Pennsylvania



Significance of the Problem

Currently, 32% of youth are overweight or obese

The prevalence is higher in minority populations

Depression and anxiety are higher in overweight youth



One in 3 people will
have diabetes by 2050

Physical Inactivity

Lack of physical activity is a major factor in the rapid rise in obesity

Obesity reduces length of life by 5-to-20 years

This is the first time in our history that children are predicted to have a shorter life-span than their parents



One in 4 children and teens has a mental health problem, yet less than 25% get treatment



Suicide is the third leading cause of death in 14 to 24 year olds

Health Disparities are Prevalent

- Inequalities exist between youth from lower socioeconomic versus higher SES environments
- Increased exposure to violence/stress
- Neighborhood chaos
- Suicide rates are higher

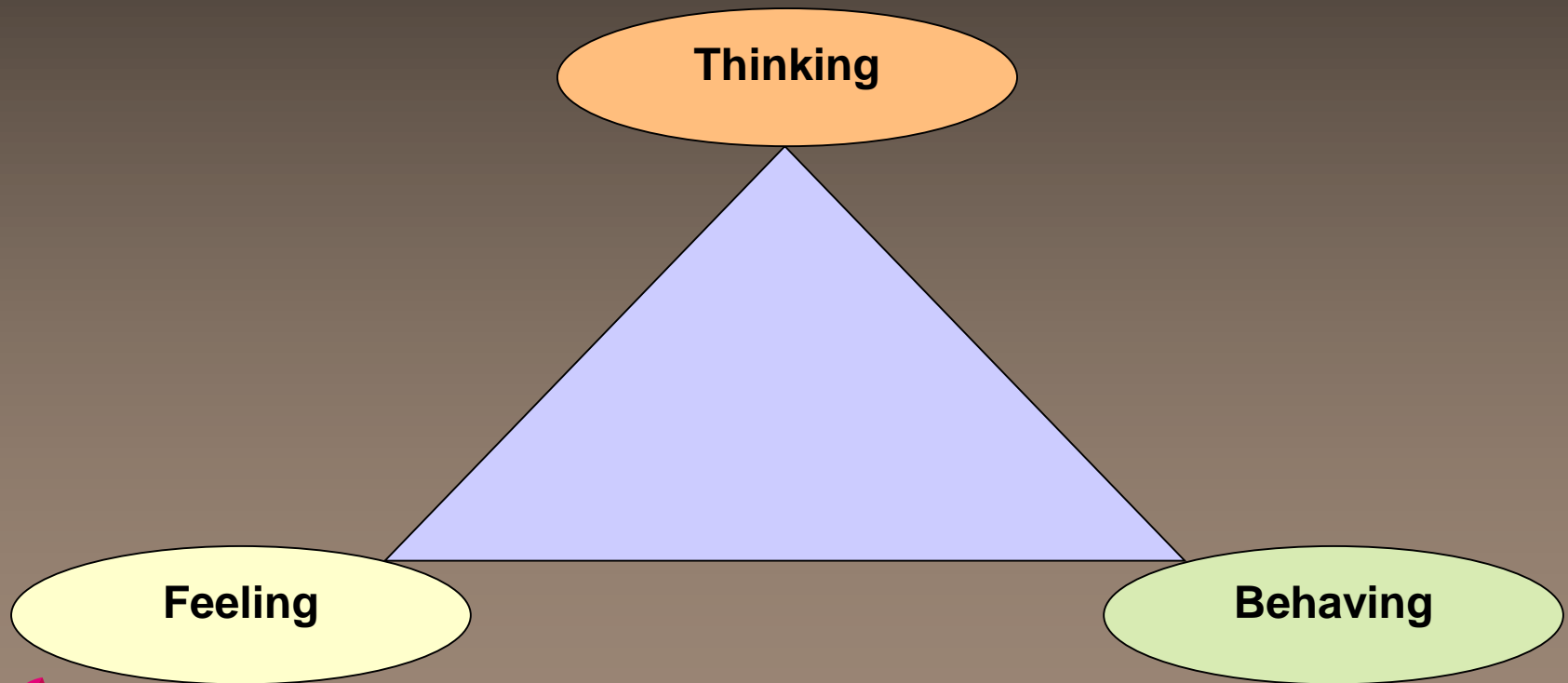


The COPE Healthy Lifestyles TEEN (Thinking, Emotions, Exercise and Nutrition) Program

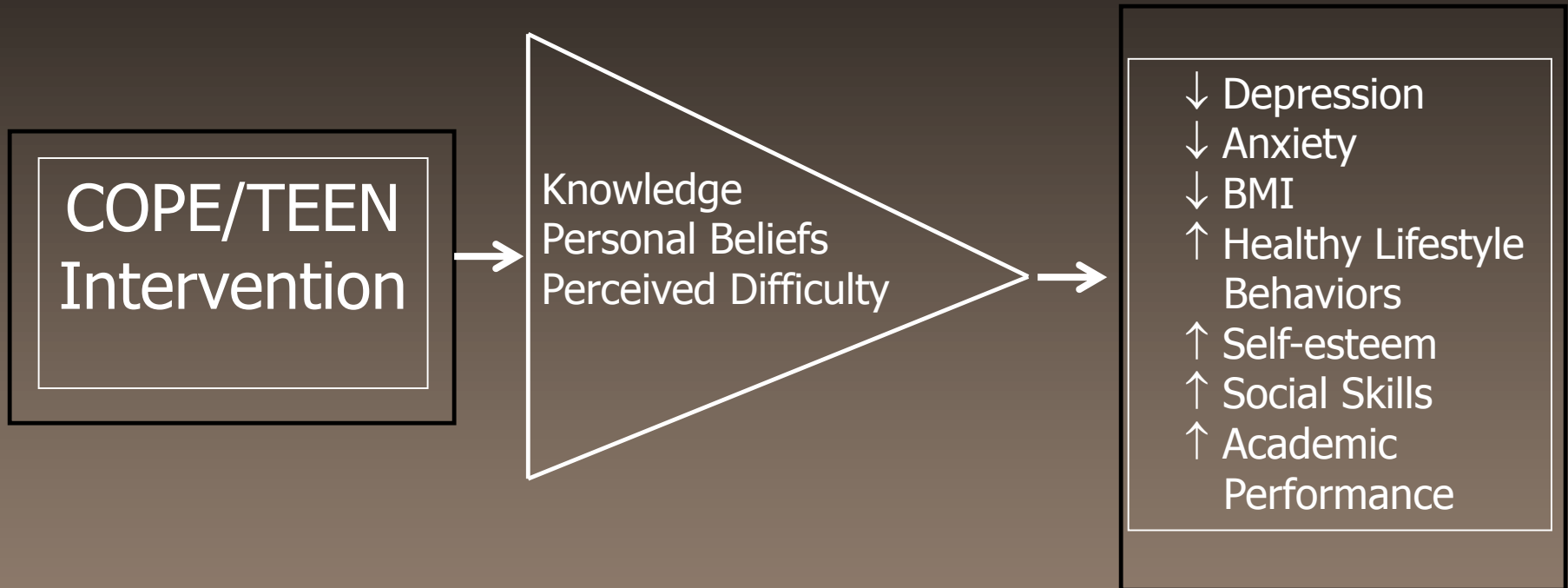
- A 15 session cognitive-behavioral skills building program that includes physical activity in each session
- All sessions are manualized and interactive, with an emphasis on the practice of cognitive-behavioral skills building activities
- Includes many case-based examples

Cognitive Behavior Theory Guides COPE

The thinking/feeling/behaving triangle



COPE Model



Components of the 15-Session COPE Healthy Lifestyles TEEN Program

- 7 Sessions of cognitive-behavioral skills building
- 8 Sessions of nutrition and physical activity education
- 20 minutes of physical activity in each session



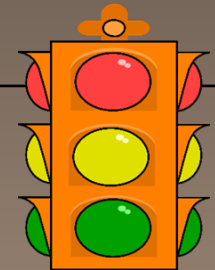
The COPE Healthy Lifestyles TEEN Program

Session #	Session Content
1	Introduction & goals of the program; Healthy Lifestyles: The thinking, feeling, behaving triangle
2	Self-esteem; Positive thinking/self-talk
3	Goal setting; Problem-solving
4	Stress and coping
5	Emotional/behavioral regulation



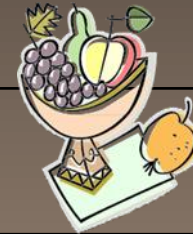
The COPE Healthy Lifestyles TEEN Program

Session #	Session Content
6	Effective communication
7	Physical Activity
8	Heart rate; Stretching
9	Food groups and a healthy body; Stoplight diet; Red, yellow & green
10	Reading labels; Effects of the media on food choices



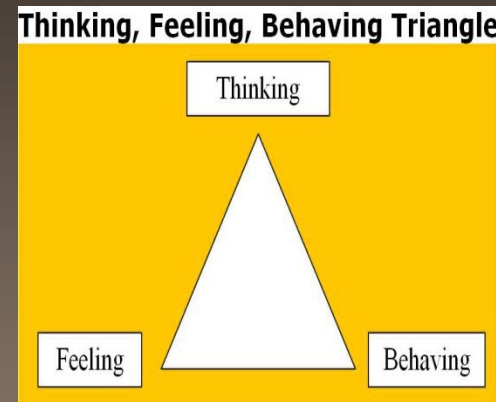
The COPE Healthy Lifestyles TEEN Program

Session #	Session Content
11	Portion sizes; Influence of feelings on eating
12	Social eating; Strategies for eating during parties, holidays, vacations
13	Snacks; Eating out
14	Integration of knowledge and skills to develop a healthy lifestyle plan
15	Pulling it all together; Review of course content



Session 1

Thinking, Feeling, and Behaving: What is the connection?



When you think positively, you will be happier and have less stress. How you think affects how you feel and how you behave.

EXAMPLE



15 year old Sara has poor self-esteem.

One of her classmates called her “chubbo.” Sara believes that she is fat, ugly and that no one likes her (negative thinking).

As a result, she feels depressed (negative emotion) and isolates herself, never attending any social events with her peers (negative behavior). The trigger event here was that one of her friends called Sara “chubbo.”

COPE Teaches the ABCs

STRESSOR (Activator or trigger)



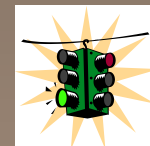
NEGATIVE THOUGHT TO STOP (negative Belief)



REPLACE THE NEGATIVE WITH A POSITIVE
THOUGHT



POSITIVE EMOTION & BEHAVIOR (Consequence)



COPE

Goal Setting & Self-Monitoring Log

Goal: Write Two Positive Self-Statements

Goal for Number of times per day to say the positive self statements _____

Number of Times You Said Your Positive Self-Statements

Thinking Day #1___ Day #2___ Day #3___ Day #4___ Day #5___
Day #6___ Day #7___

Emotions (How have you felt this week?)

Rate your emotions on a scale from 0 “not at all” to 10 “a lot”

Worried	_____
Stressed	_____
Happy	_____
Sad	_____



Session 1

Homework Example

Name three situations in the past few days of how thinking negatively affected how you felt and how you behaved. Then, write down how you could have changed your thinking to feel better and act differently



Parent Newsletters

Four times during the course of the program, teens are provided with a newsletter to review with their parents that covers the content in the program

THINK POSITIVELY!!!!

Remember, how you think affects how you feel and how you act.

Thinking
Feeling
Behaving

Upcoming Newsletter #3

- Personality and Effective Communication
- Activity: Let's Keep Moving!
- Heart Rate & Stretching
- Nutrition Basics

----- cut here -----

I have read and discussed this newsletter with my teen.

Parent(s)- please sign and have your teen return this part of the newsletter to their teacher.

Parent's signature _____ Date _____

Teen's name _____ School _____

ISSUE 02
COPE Creating Opportunities for Personal Empowerment
Newsletter

Dear Parent(s)

This is the second of four parent newsletters for the COPE (Creating Opportunities for Parent Empowerment) TEEN (Thinking, Emotions, Exercise and Nutrition Program). Your student has completed five of the 14 sessions of the program. These five sessions have focused on ways for your teen to live a healthy lifestyle.

Each week during your student's health class, the program is reviewed and new material is given to the student. Each session of the program is focused on the thinking, feeling, and behaving triangle in which thinking, feeling, and behaving are all connected with each other.

Session 2: Learning about Self-Esteem

In session 2 of the program, your teen was given information about self-esteem. Self-esteem is how your teen feels about him- or herself. Self-esteem comes from within you and can be affected by many things, including friends, family, and what you see on TV.

Self-esteem is like a balloon. A person with good self-esteem can be compared to a balloon full of air. If your self-esteem is decreased, the air is let out of the balloon. If your self-esteem is increased, it is like adding air to the balloon.

Steps to make changes

1. Decide what you want to change
2. Set a goal- I will exercise 3 times a week
3. Believe you can do it
4. Take one step at a time

Signs of Negative Self-Esteem

- Worrying about what others think
- Giving into peer pressure
- Using drugs and alcohol
- Being depressed

Signs of Positive Self-Esteem

- Trying new things
- Feeling Happy
- Standing up for what you believe in
- Not giving into peer pressure

Ways to Improve Your Child's Self-Esteem

- Praise your teen when he or she deserves it.
- Help your teen to think positive thoughts.
- Encourage your teen by saying "You can do it" when faced with something difficult.

Positive Outcomes of 3 Pilot Studies with the COPE TEEN Program

- Increase in nutrition and activity knowledge
- Increase in healthy lifestyle beliefs
- Decrease in perceived difficulty
- Increase in healthy lifestyle choices and behaviors
- Increase in self-esteem
- Decrease in weight and BMI
- Increase in HDLs
- Decrease in LDLs
- Decrease in depressive and anxiety symptoms

The COPE Clinical Trial with 779 High School Teens

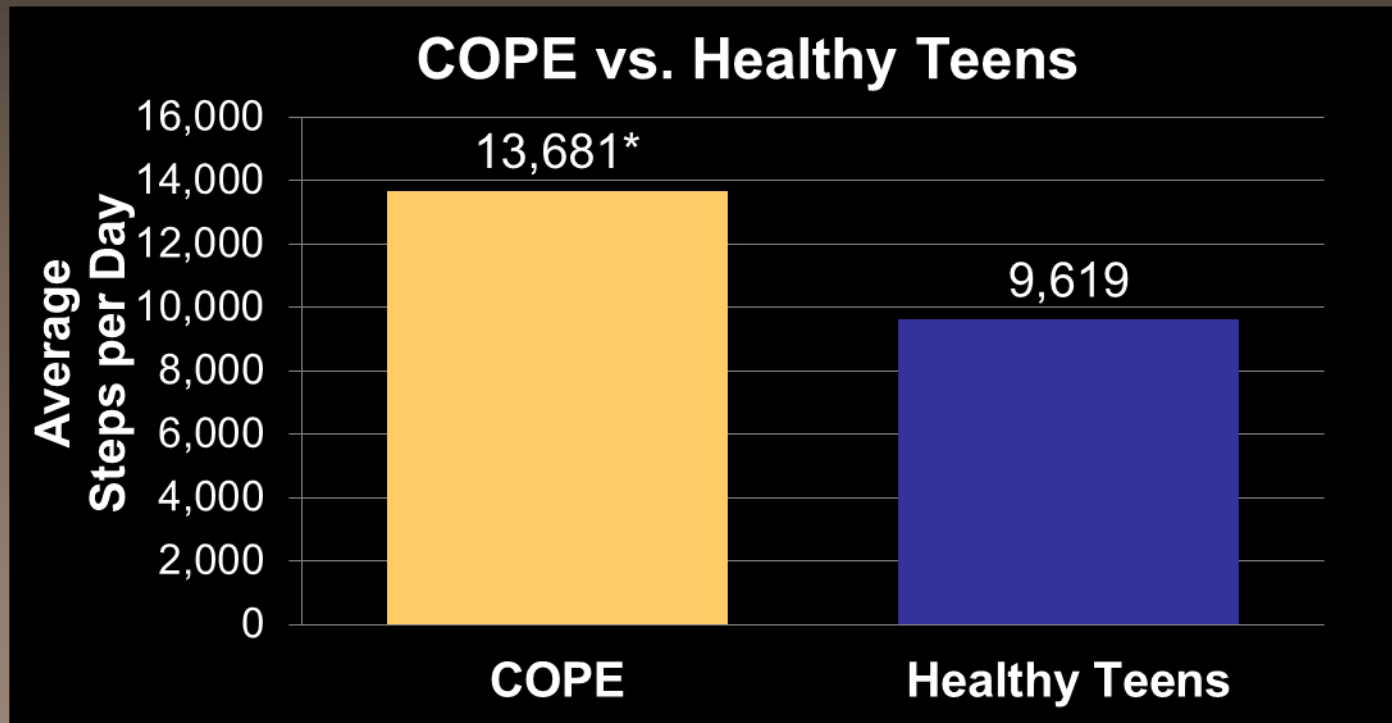
- 11 Schools were randomly assigned to COPE or the Attention Control *Healthy Teens* Program
- Teachers integrated their intervention program into their health course curriculum once a week for 50 minute sessions over 15 weeks

Funding Support

NIH/The National Institute of Nursing
Research
R01NR012171

Physical Activity

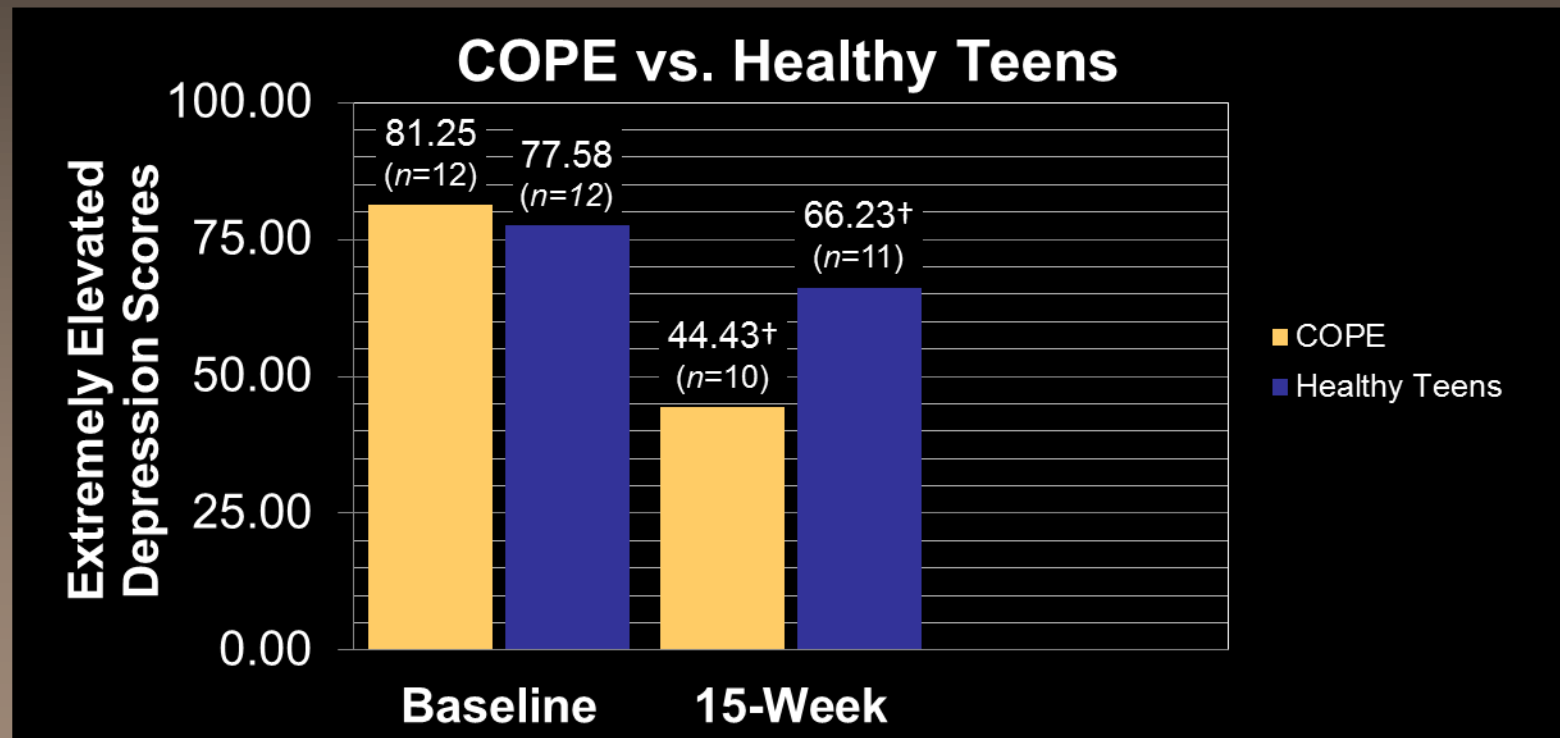
Teens who received the COPE curriculum had significantly greater steps per day than the teens who received the Healthy Teens curriculum



* Statistically significant

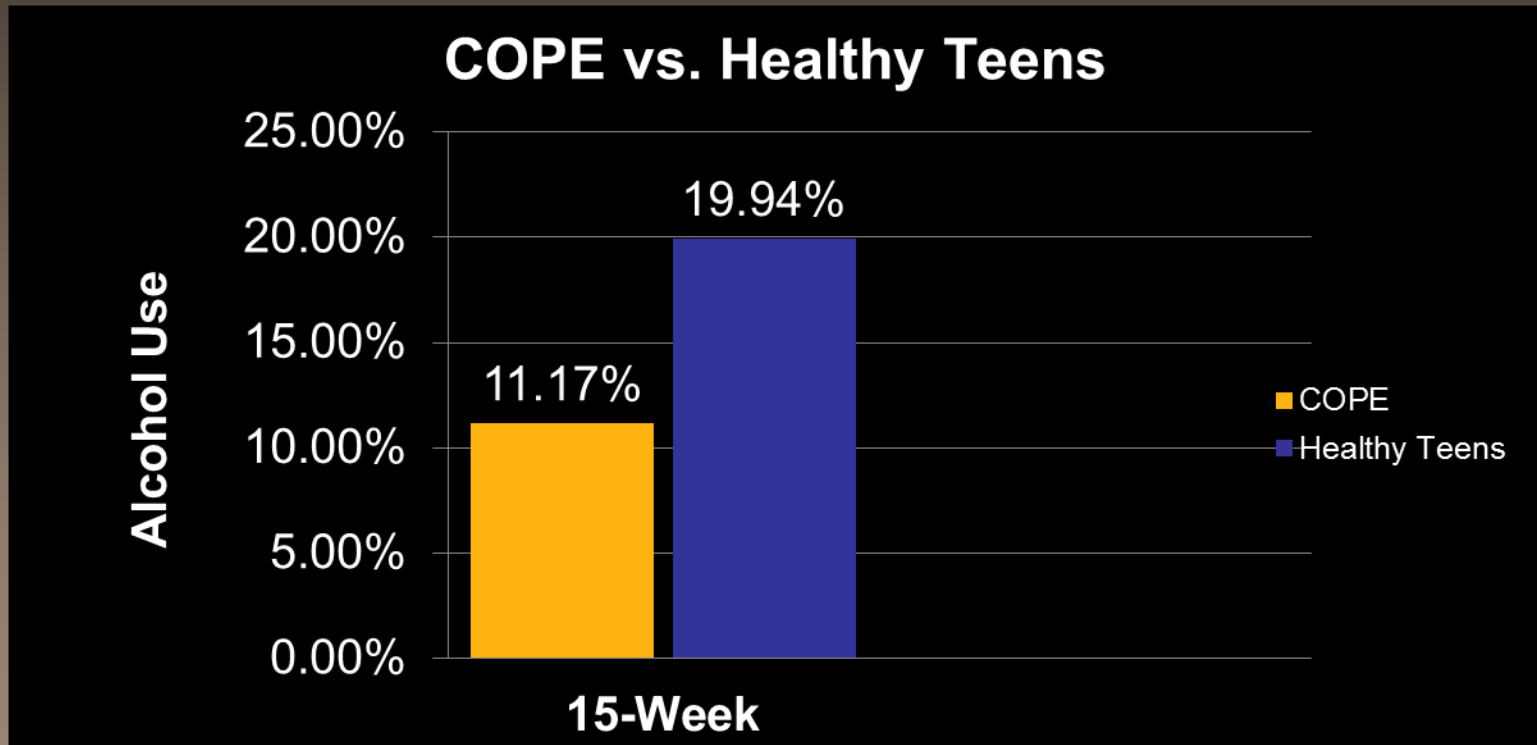
Depression Post-Intervention

Among teens with extremely elevated depression scores at baseline, those that received the COPE curriculum had on average, a lower depression score than those that received the Healthy Teens curriculum at the 15-Week follow-up



Alcohol Use Post-Intervention

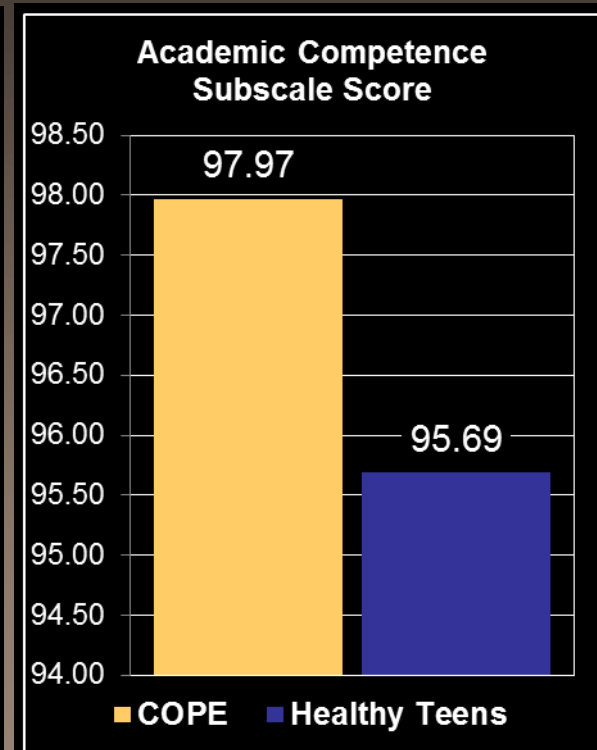
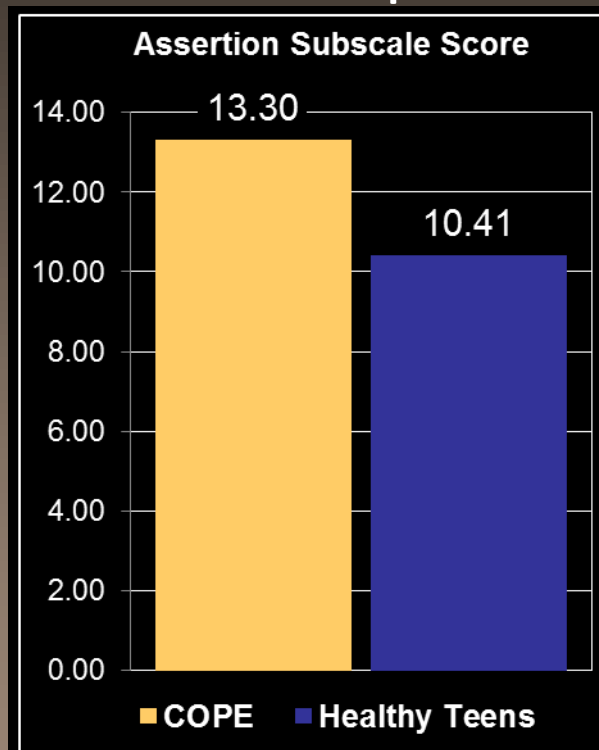
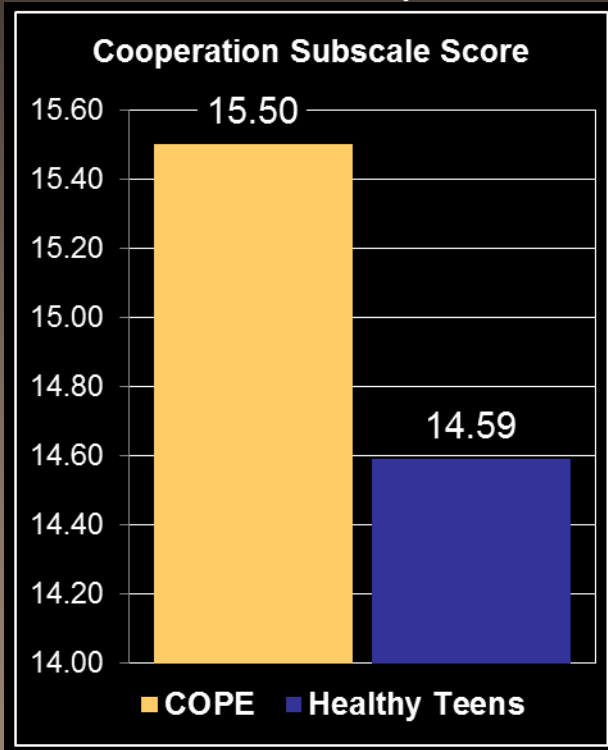
Alcohol use was significantly less in the COPE group than in the Healthy Teens group at the 15-week follow-up



*Data collected from Teen Questionnaires

Social/Academic Outcomes

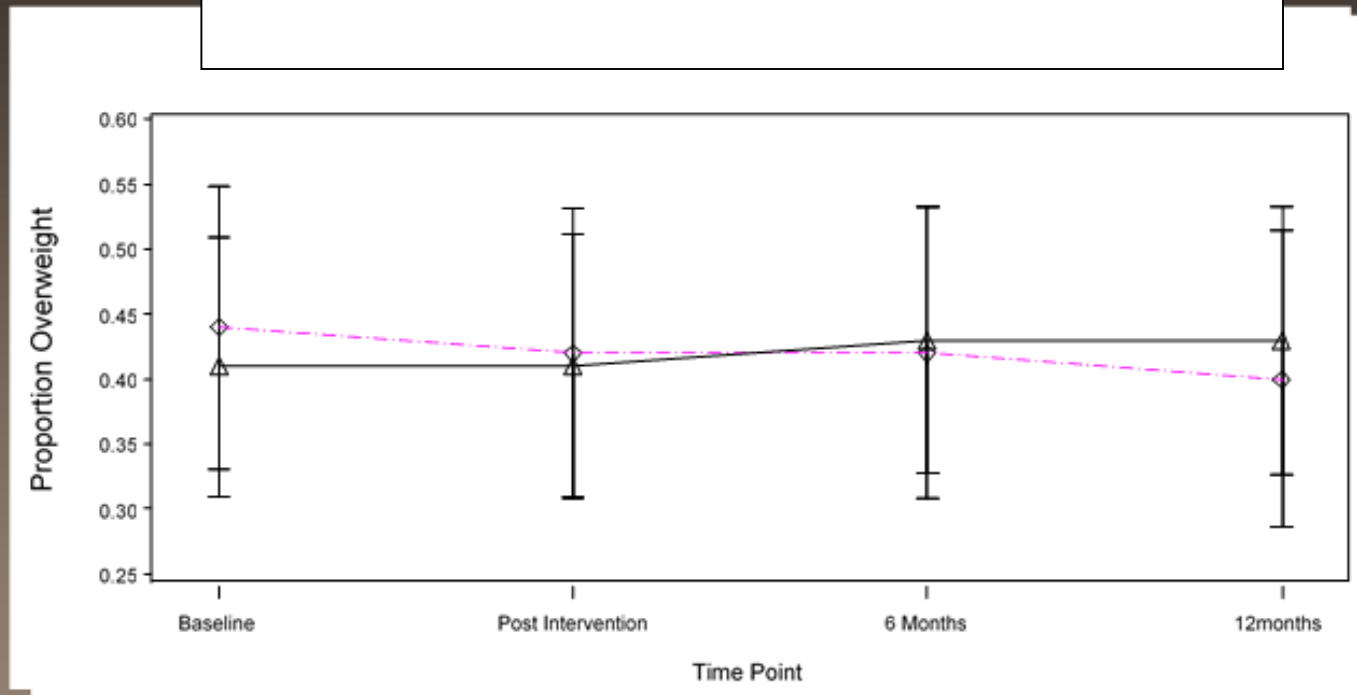
The Social Skills Rating System showed that the COPE group had higher average scores on the Cooperation, Assertion, and Academic Competence subscales



* Teen Social Skills Rating System was completed by teacher at the end of the intervention (T1).

Percentage of Overweight for the COPE and Control Groups Across Time

Figure 1. Proportion of overweight adolescents through 12 months post-intervention.



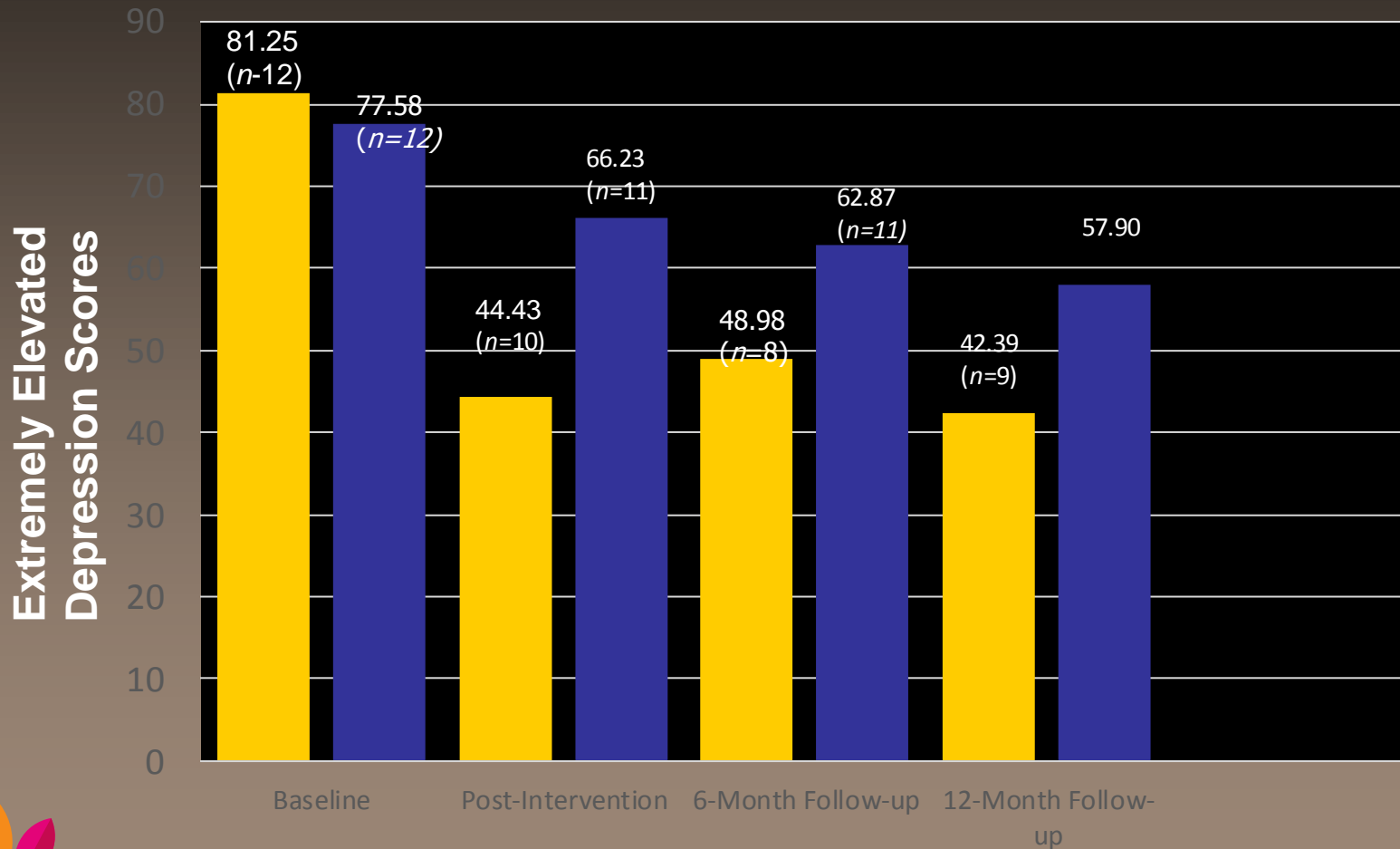
Covariates included race, weight, acculturation, and hours of television watched on a school day.

--- COPE Teens

— Healthy Pre-Teens

Depression 12 months Post-Intervention

COPE vs. Healthy Teens




Specific Teen Feedback

- Exercising when you are sad or angry helps you not get so stressed
- I learned how to control yourself when you're mad
- COPE helped me feel a little better about myself
- Exercise is fun and should be a part of everyday life
- I've actually started walking more and taking longer routes to increase my steps
- I look at food labels
- My motivation has drastically increased
- I learned how to set goals to be more active

Specific Parent Feedback

- She learned a lot about how to handle stressful situations
- The program has made my teenager more aware of the need for physical activity to safeguard her health
- It helped me take better care of myself
- It assisted in overall communication with my child
- It helps me to prevent diabetes and overweight
- It has helped me choose better foods for my family and motivate them to exercise regularly

COPE is Now Recognized by the National Cancer Institute as a Research-Tested Intervention Program for Obesity Control



Research-tested Intervention Programs (RTIPs)
RTIPs - Moving Science into Programs for People

[RTIPs Home](#)
[RTIPs Archive](#)
[Frequently Asked Questions](#)
[Fact Sheet](#)
[Contact Us](#)

COPE (Creating Opportunities for Personal Empowerment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, and Nutrition) Program

On This Page

- [The Need](#)
- [The Program](#)
- [Community Preventive Services Task Force Finding](#)
- [Time Required](#)
- [Intended Audience](#)
- [Suitable Settings](#)
- [Required Resources](#)
- [About the Study](#)
- [Key Findings](#)
- [Publications](#)

Highlights

Program Title COPE (Creating Opportunities for Personal Empowerment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, and Nutrition) Program

Purpose Designed to promote healthy dietary habits and physical activity to reduce obesity. (2013)

Program Focus Awareness building, Behavior Modification and Self-efficacy

Population Focus School Children

Topic Obesity, Physical Activity

Age Adolescents (11-18 years)

Gender Female, Male


Race/Ethnicity American Indian, Asian, Hispanic or Latino, White, not of Hispanic or Latino origin

Setting School-based

Origination United States

Funded by NINR (Grant number(s): 1 R01NR012171)

Products



Preview and order the materials from the developer

Browse more programs on [Obesity](#), or [Physical Activity](#)

[Learn more about this program and the P.I. on R2R's Featured Partner page](#)

RTIPs Scores

This program has been rated by external peer reviewers. [Learn more about RTIPs program review ratings.](#)


- Research Integrity**
4.5
- Intervention Impact for Obesity**
2.7
- Intervention Impact for Physical Activity**
2.5
- Dissemination Capability**
5.0

(1.0 = low 5.0 = high)

RE-AIM Scores

This program has been evaluated on criteria from the [RE-AIM](#) framework, which helps translate research into action.

- Reach**
60.0%
- Effectiveness**
100.0%
- Adoption**
80.0%
- Implementation**
71.4%



National Cancer Institute


at the National Institutes of Health | www.cancer.gov

Research to Reality

Home Discussions Cyber-Seminars **Featured R2R Partners** Learning Communities Events About

Sign Up | Login

Home » [Featured R2R Partners](#) » **Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP**



Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN, is a seasoned pediatric nurse practitioner, psychiatric mental health nurse practitioner, educator, researcher and author. She is a nationally/internationally recognized expert in evidence-based practice, intervention research, child and adolescent mental health, and health and wellness, and is a frequent keynote speaker at national and international conferences on these topics.

Dr. Melnyk has consulted with hundreds of healthcare systems and colleges throughout the nation and globe on how to improve quality of care and patient outcomes through implementing and sustaining evidence-based practice. Her record includes over 19 million dollars of sponsored funding from federal agencies as principal investigator and over 280 publications. Dr. Melnyk is co-editor of four books, including Evidence-based Practice in Nursing & Healthcare: A Guide to Best Practice, Implementing EBP: Real World Success Stories, A Practical Guide to Child and Adolescent Mental Health Screening, Early Intervention, and Health Promotion (2nd Ed), and Intervention Research: Designing, Conducting, Analyzing and Funding, an American Journal of Nursing Book of the Year Award winner. Dr. Melnyk is an elected fellow of the National Academy of Medicine, the American Academy of Nursing, the National Academies of Practice, and the American Association of Nurse Practitioners. She served a four-year term on the 16-member United States Preventive Services Task Force and currently serves as a member of the National Quality Forum's (NQF) Behavioral Health Standing Committee and the National Institutes of Health's National Advisory Council for Nursing Research.

Dr. Melnyk also serves as editor of the journal, Worldviews on Evidence-based Nursing, and is a board member of U.S. Healthiest, the National Guideline Clearinghouse and the National Quality Measures Clearinghouse (NGC/NQMC). Dr. Melnyk has received numerous national and international awards, including the Audrey Hepburn Award, Mary Tolle Wright Excellence in Leadership Award, Research Hall of Fame Award from Sigma Theta Tau International, the Jessie Scott Award from the American Nurses Association for the improvement of healthcare quality through the integration of research, education and practice, the 2012 Midwest Nursing Research Society Senior Scientist award, the NIH/National Institute of Nursing Research's inaugural director's lectureship award, and the National Organization of Nurse Practitioner Faculties Lifetime Achievement Award.

Dr. Melnyk also is founder of COPE2Thrive, a company that disseminates her COPE programs.

Currently Featured R2R Partner

[See the Complete Archive >>](#)

COPE (Creating Opportunities for Personal Empowerment) Healthy Lifestyles TEEN (Thinking, Emotions, Exercise, Nutrition) Program

Thirty-two percent of youths in the United States are overweight or obese, and suicide is the third leading cause of death among young people age 14 to 24, according to CDC. Yet most school-based interventions don't take on both public health problems simultaneously or measure the effects of programs on multiple outcomes. [COPE \(Creating Opportunities for Personal Empowerment\) Healthy Lifestyles TEEN \(Thinking, Emotions, Exercise, Nutrition\) Program](#)

COPE tested with Pre-Adolescent 6th Graders in an Inner City Middle School and 8th Graders in an Appalachian Middle School

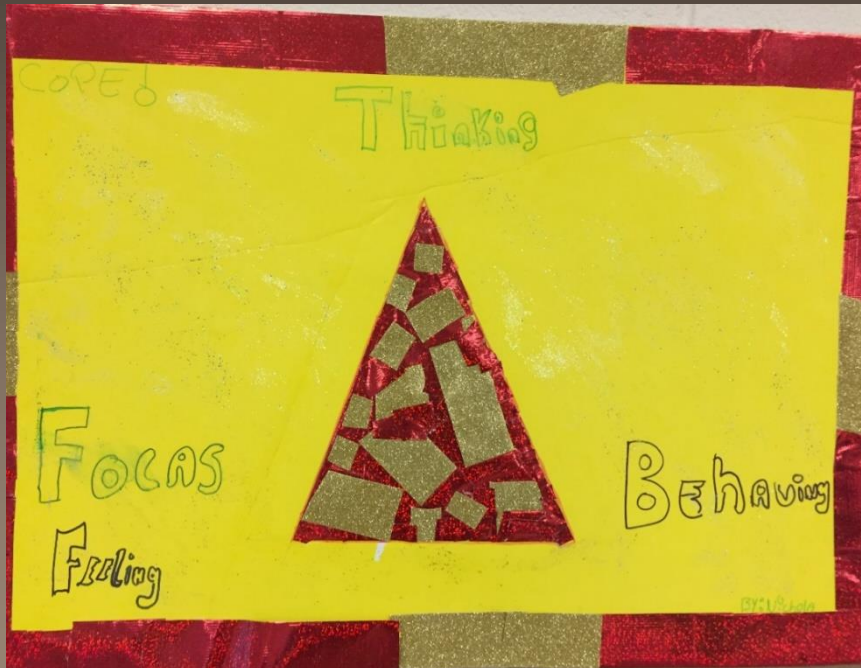
Major Findings with 54 Youth:

- Increase in Healthy Lifestyle Beliefs
- Increase in Physical Activity
- Increase in Self-Esteem
- Decrease in Anxiety and Depression
- Decrease in Disruptive Behaviors
- Decrease in Suicidal Risk

COPE Activities with the 6th Graders

Results Aim 1

Student drawing of the COPE model



Student drawing of their "happy place"



The Dream!

- Every child and teen in the United States learns the skills taught in the COPE Healthy Lifestyles TEEN program
- A world for children and teens that is free from overweight/obesity and mental health disorders
- A world in which every child succeeds academically and in life



Contact Information

Bernadette Mazurek Melnyk

cope.melnyk@gmail.com