

Synthesis Matrix

This document contains:

1. A blank synthesis matrix for your use
2. An example of the synthesis matrix in use.

Blank synthesis matrix

Use this blank synthesis matrix to help organise and analyse your research.

	Source 1	Source 2	Source 3	Source 4
Main Idea A				
Main Idea B				

Main Idea C				
Main Idea D				

Key argument:

References:

Example synthesis matrix

This synthesis matrix provides you with an example of how to use the blank synthesis matrix (previous). This example was prepared by Sharyn Rundle-Thiele and Jayden O’Grady (2013).

	Source 1 McBride et al. (2004)	Source 2 Rundle-Thiele, Russell-Bennett, Leo, Dietrich [in press]	Source 3 Vogl (2007)	Source 4 Tobler et al (2000)
Main Idea A Effectiveness of School Based Intervention Programs	School-based intervention programs are highly successful at increasing student’s knowledge of alcohol, changing their attitude towards drinking and reducing alcohol consumption.	The research indicates that school-based intervention programs are effective in changing attitudes for young boys and girls, however behavioural change is less successful in boys. More research is needed to understand how to influence this change in boys.	School-based social influence programs, comprehensive programs and community-wide programs are effective in the short term. However, there is no evidence that their effects will continue in the long term as students grow into adults.	Interactive school-based programs are equally successful with all types of drug and alcohol interventions. These interactive programs are also highly effective with special populations, such as schools with high amounts of minority students.
Main Idea B Ideal structure for an effective program	Intervention programs that are built around a harm-minimisation focus achieve attitude and behavioural change effects that are faster and more superior to abstinence and delayed-use programs.	Intervention programs need to have a harm-minimisation focus as opposed to abstinence, be solely alcoholic substance focussed, and be based on recent National Health and Medical Research Council guidelines. Additionally, interactivity, relevance and creativity were identified as 3 key	In countries like Australia where alcohol use is widely accepted, abstinence based or delayed-use goals may not be suitable for school-based intervention programs. Instead, the program should focus on harm-minimisation goals to minimise or prevent the consequences of alcohol	As alcohol use is a social activity, the use of interactive programs allows for a more open environment to encourage interpersonal development and exchange of ideas. Non-interactive programs are less effective than the interactive programs, whether alcohol use is the specific target, or is

		elements to a successful intervention program.	for both the student and the community.	combined with other drugs in a general substance abuse program.
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Key argument:

Taken together, alcohol education programs are effective in schools at changing student’s attitudes, consumption and behavioural intentions towards alcohol consumption. A successful education program needs to be interactive, centred wholly on alcohol use, and have harm-minimisation goals rather than abstinence as the key message.

References

McBride, N., Farrington, F., Midford, R., Meuleners, L. and Phillips, M. (2004), “Harm minimization in school drug education: final results of the school health and alcohol harm reduction project (SHAHRP)”, *Addiction*, Vol. 99 No. 3, pp. 278-291.

Rundle-Thiele, S.R., Russell-Bennett, R., Leo, C. and Dietrich, T. [in press] “Moderating teen drinking: Combining social marketing and education” *Health Education*

Tobler, N.S., Roona, M.R., Ochshorn, P., Marshall, D.G., Streke, A.V., and Stackpole, K.M. (2000), “School-based adolescent drug prevention programs: a meta-analysis”, *Journal of Primary Prevention*, Vol. 20 No. 4, pp. 274-336.

Vogl, L. (2007), “The feasibility and efficacy of a universal school-based computerised prevention program for alcohol misuse and related harms”, available at: <http://unsworks.unsw.edu.au/fapi/datastream/unsworks:1309/SOURCE02> (accessed 26 March 2012).