



SUBSTANCE USE & MISUSE PREVENTION SKILLS TRAINING

FALL 2021 SUMPST TRAINING
MODULE 4- November 22, 2021



WHAT TO EXPECT

01 Pre-Work: Self-Paced Modules

02 Module 1: November 1, 2021

03 Module 2: November 8, 2021

04 Module 3: November 15, 2021

05 Module 4: November 22, 2021

Module 4 Overview

- SPF: Guiding Principles
 - Cultural Competence
 - Sustainability
- Content Review
- Introduction to Coaching



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What might increase the chance that certain problems will occur?

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What involves adhering to the components of a program and the procedures for implementing it?

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Each strategy should have it's own action plan.

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What are some things we might look at to determine if an intervention was implemented as planned?

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"How successful was the group in selecting and implementing appropriate strategies?" is a question we might ask in what step of the SPF?

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Strategic Prevention Framework



Cultural Competence

- Include the target population in all aspects of prevention planning
- Use population-based definition of community (i.e., let the community define itself)
- Stress the importance of relevant, culturally appropriate prevention approaches
- Employ culturally competent evaluators
- Promote cultural competence among program staff, reflecting the communities they serve

Opportunities for Cultural Consideration: Assessment

- **Work with the community**
- **Use culturally competent evaluator for assessment**
- **Ensure a mechanism for collecting cultural competence related information/data**
- **Gain approval of the community for data collection and analysis**
- **Ensure that data is culturally responsible and appropriate**
- **Create a process for identifying culturally relevant intervening variables and other underlying conditions**
- **Formulate culturally-based assumptions of change**
- **Identify change from the community's perspective**

Opportunities for Cultural Consideration: Capacity

- **Examine** - Examine community resources and readiness
- **Provide** - Provide a safe and supportive environment for all participants
- **Examine** - Examine the breadth and depth of cultural competence
- **Check** - Check cultural representation (language, gender, age)
- **Develop** - Develop policies to improve cultural competence
- **Ensure** - Ensure that tools and technology are culturally competent

Opportunities for Cultural Consideration: Planning

- Make sure the community is represented in the planning process
- Identify mutually acceptable goals and objectives
- When selecting programs and strategies, consider their fit with: community culture, existing prevention efforts, past history

Opportunities for Cultural Consideration: Implementation

- Involve the community in the implementation of the strategic plan
- Create a feedback loop for communicating efforts and successes to the community

Opportunities for Cultural Consideration: Evaluation

- Make sure the community is represented in the evaluation process
- Ensure that data collection tools reflect community culture
- Use a culturally competent evaluator for evaluation
- Obtain permission to disseminate the evaluation findings from the organization or entity implementing the intervention

Keys to Sustainability⁴

Build

- Build Community Support and ownership
- Share outcomes
- Identify diverse funding streams and resources

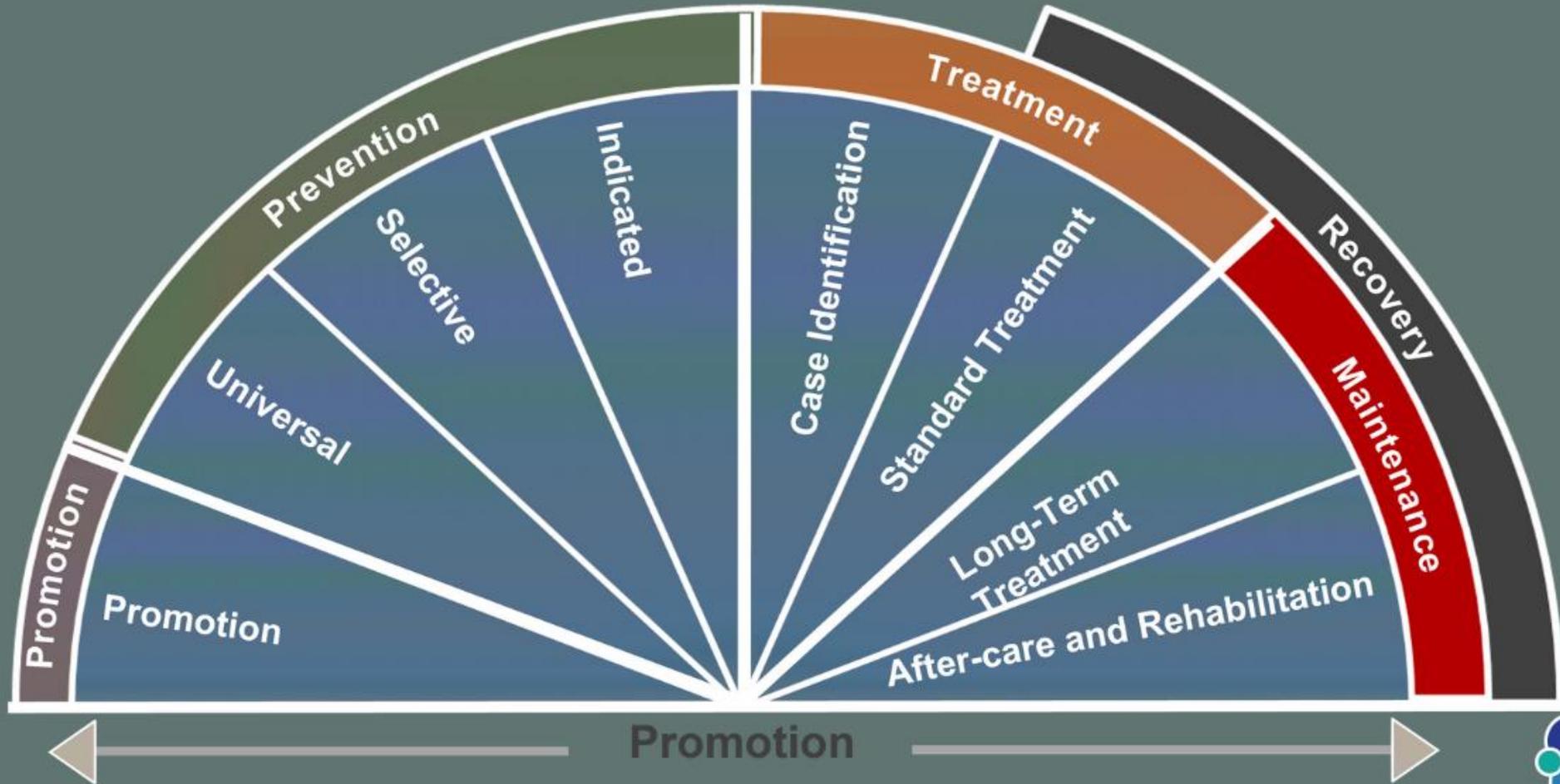
Enhance

- Enhance Organizational capacity

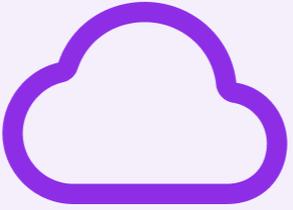
Ensure

- Ensure Effectiveness
- Track and tout outcomes

Continuum of Care



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If promotion, prevention, treatment, and recovery are all part of behavior health, then who should you be collaborating with in your programming?

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Populations Served

INDICATED

SELECTIVE

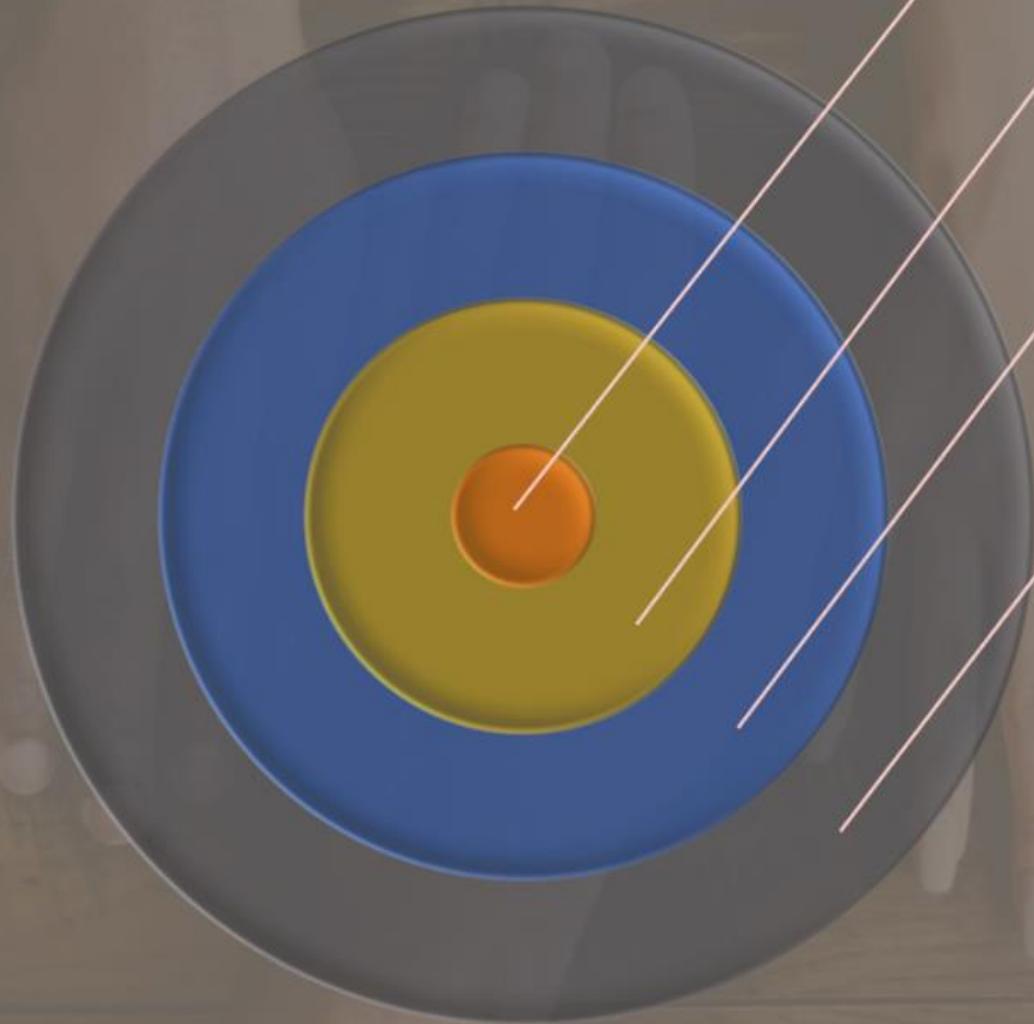
UNIVERSAL

CSAP STRATEGIES



PREVENTION STRATEGIES

- Youth Prevention Education MAXIMUM OF 30%
- Community Based Process & Environmental Strategies COMBINED AT LEAST 50%
- Information Dissemination MAXIMUM OF 12%
- Alternative Activities MAXIMUM OF 3%
- Problem ID & Referral MAXIMUM OF 4%



Individual

Family

Community

Society

SPF: Assessment



Problems & Related Behaviors



Assessing Risk & Protective
Factors



Assessing Resources &
Readiness

Problems and Related Behaviors

WHAT substance use problems and related behaviors are occurring in your community?

HOW OFTEN are they occurring?

WHERE are these substance use problems occurring?

WHO is experiencing more of these substance use issues and related behaviors?

How to Choose What to Address

TIME TREND: Is it getting worse over time?

SEVERITY: How bad is it?

MAGNITUDE: Is it the largest one?

CHANGEABILITY: Is it likely that this behavior can be modified?

PROBLEM

Risk Factors

According to research increases the chance that certain problems will occur (remember it's not all or nothing!):

- Low perception of harm from prescription drug use
- Social norms that accept prescription drug use
- Easy retail access (from medical professionals/pharmacies)
- No laws/enforcement governing storage or disposal of prescription drugs
- Easy social access (unsecure storage by parents, guardians, adults, grandparents)
- Low or insufficient parental monitoring of prescription drugs

Protective Factors

Reduces the likelihood that certain problems will occur (remember, it's not all or nothing!)

- Support for learning
- Positive teacher support
- High academic standards
- Self-efficacy
- Reliable support and discipline from caregivers
- Physical and Psychological Safety
- Opportunities to belong
- Supportive relationships with family members
- Opportunities for explorations in work and school
- Future orientation

SPF: Build Capacity



Raise Stakeholder Awareness



Engage Diverse Stakeholders



Strengthen Collaborative Efforts



Prepare the Prevention Workforce

CAPACITY



Breakout room

Problem and related
behaviors

Intervening Variables

Capacity

break

A hand-drawn neon sign for the word "break". The letters are formed from white neon tubing and are mounted on a black metal bar. The sign is positioned on a wooden surface. The letters are: 'b' (a vertical stem with a circular loop), 'r' (a vertical stem with a curved top), 'e' (a circular loop with a vertical stem), 'a' (a circular loop with a vertical stem), and 'k' (a vertical stem with a curved top and a diagonal leg). The sign is currently unlit.

Engaging Diverse Stakeholders

- Build relationships with those who support your prevention efforts AND those who don't
- Potential community partners will have varying levels of interest and/or availability to get involved through the process
- Consider the involvement of the following groups: local businesses, law enforcement, university and community colleges, healthcare providers, neighborhood and cultural associations, local government, youth serving agencies, schools

SPF: Planning



Prioritizing Intervening Variables

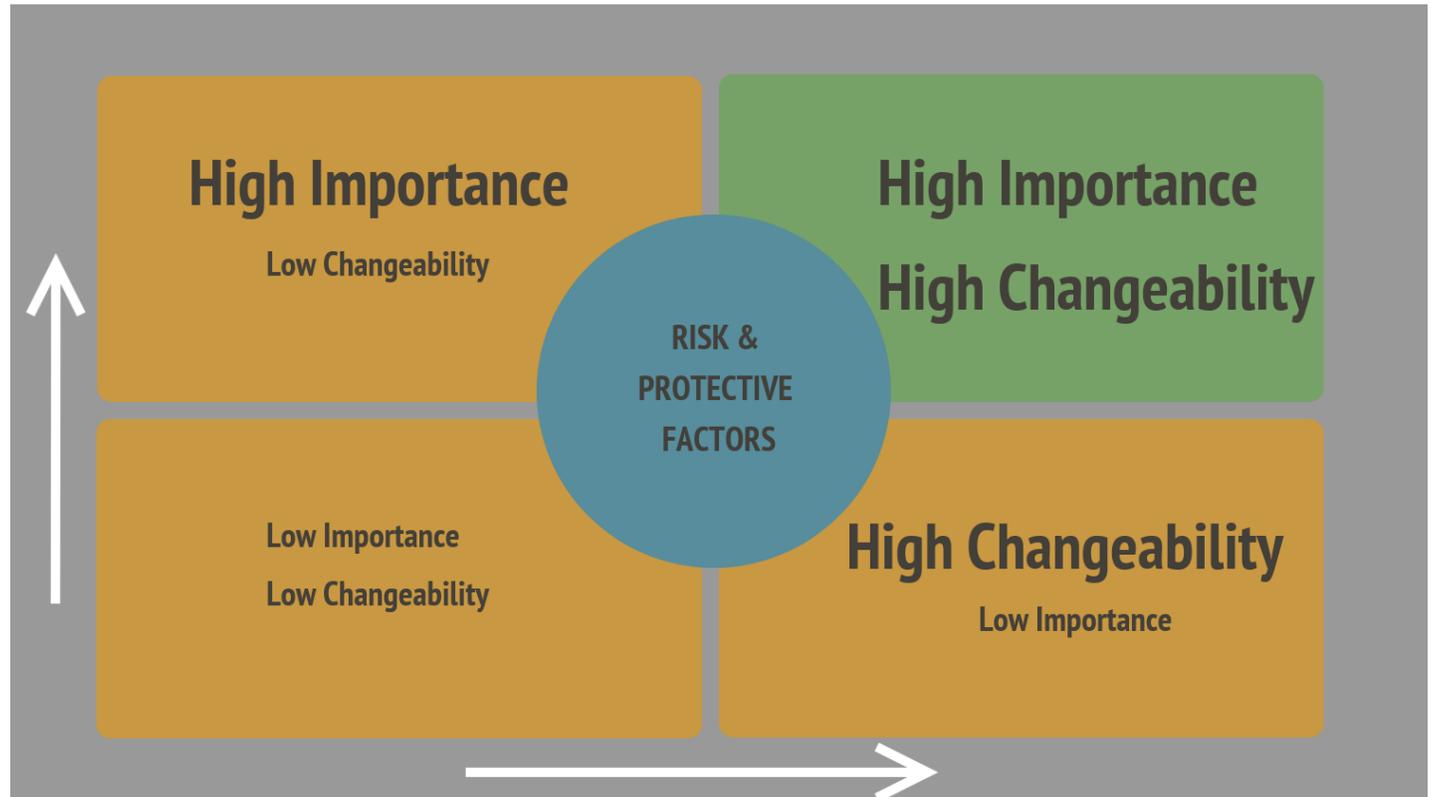


Select Effective Strategies



Build a Logic Model

Prioritization:
High low



Selecting Effective Strategies⁸

Effectiveness

- Is the strategy effective?

Conceptual Fit

- ***Is it relevant?*** Will the strategy impact the selected priority intervening variable?

Practical Fit

- ***Is it appropriate?*** Is the intervention feasible for the community?



SPF: Implementation



Mobilize Support and Build Capacity



Balance Fidelity and Adaptation



Establish Implementation Supports

Balancing Fidelity and Adaptation⁹

- Retain core components
 - Preserve the setting as well as the number and length of sessions
 - Preserve key program content
 - Add new content with care-consider program guidance and prevention research
- Build capacity before changing the program
- Add rather than subtract
- Adapt with care
- If adapting, consult experts first



SPF: Evaluate



Evaluate Outcomes

Process Evaluation

Was the strategy completed as intended?

- Fidelity?
- Adaptations?

Did we reach the “right” people?

- Attendance?
- Obstacles to participation?

Did we deliver the program for the appropriate duration?

- Resources sufficient?
- Enough content?

Prevention Training and Technical Assistance Center

Outcome Evaluation

Did anything change?

- Was the change expected?

Short-term and long-term outcomes

- What were the results and when?

Short-term Outcomes

Immediate effects that the strategy is expected to achieve. These are expressed as changes in *knowledge, attitudes and skills* at the end of the strategy

Short-term outcomes tend to be connected to changes that occur in risk factors/intervening variables

Be aware that how well the strategy is implemented can have an impact on short-term outcomes

Long-Term Outcomes

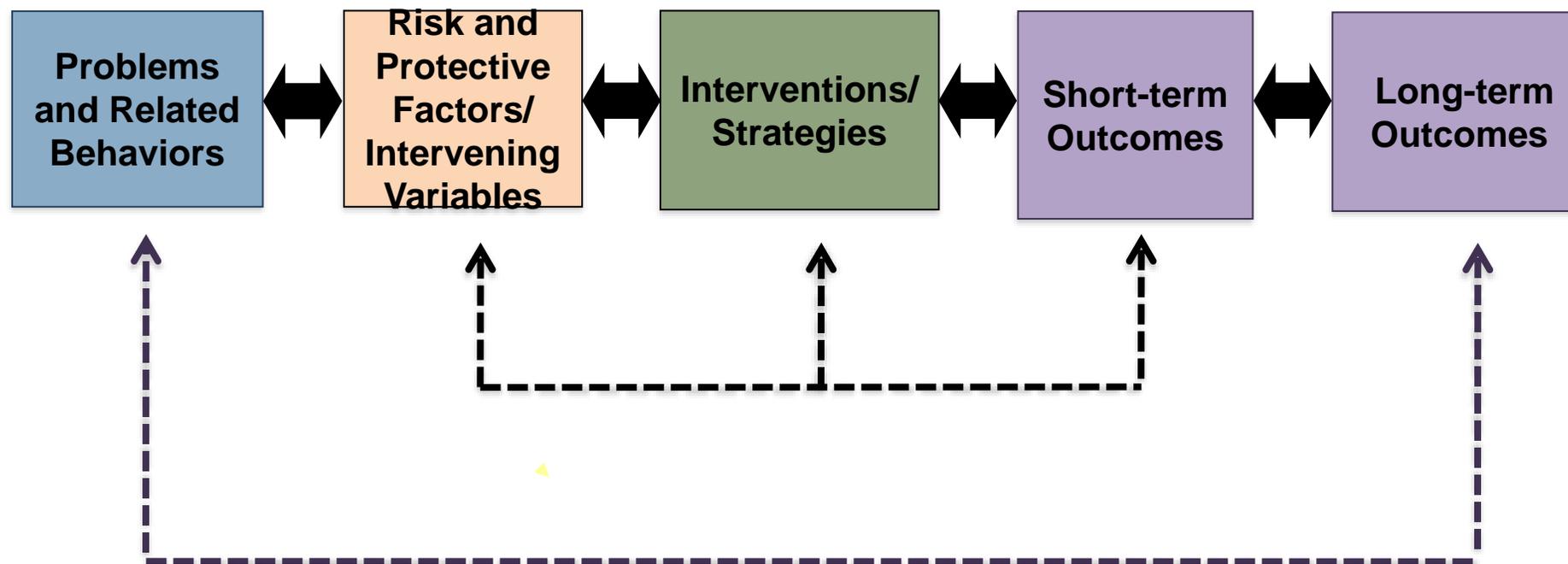
Ultimate effects of the strategy at some point after the strategy is completed

Depend on short term outcomes because short-term changes in knowledge, attitudes or skills can lead to long-term behavior change

Tend to be connected to the ultimate behaviors and related problems of misuse you are trying to change



Road Map: Short and Long-term outcomes



North Carolina Training
and Technical Assistance

Coaching Guide

Chart Overview

Session 1

Introduction to Coaching and Goal Setting

During this session participants will review the purpose and value of participating in each coaching session while also assessing their individual needs as a prevention specialist and setting personal and professional goals.

Prework: Completing all SUMPTS Training Sessions
Session Work: Goal Setting

Session 2

Understanding Capacity and Planning

During this session participants will identify resources available to them that will support their goals and grow professionally, while also developing a strategic plan to begin achieving those goals.

Prework: Finish completing the goal setting worksheet
Session Work: Strategic Planning

Session 3

Implementation

During this session participants will list practical steps to implement strategies and tasks that work toward completing their personal and professional goals while identifying the skills needed to be successful in their work.

Prework: Finish completing the strategic planning worksheet
Session work: Implementation steps and Skill Identification

Session 4

Evaluation

During this session participants will examine their progress over the last year, complete a self-evaluation and identify accountability and support systems that assist you in sustaining success and begin setting new goals.

Prework: Complete the self-evaluation
Session Work: Sustaining Success through Evaluation and Accountability

Resources

- SAMHSA, *Substance Abuse Prevention Skills Training*, November 2018
- SAMHSA, *Applying the Strategic Prevention Framework (SPF)*, www.samhsa.gov
- Center for the Application of Prevention Technologies (CAPT)-Prevention Collaboration in Action-Identifying Needs and Opportunities for Collaboration, 2016



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- ³ Green, L., Kreuter, M. (2005). *Health program planning: An educational and ecological approach*. (4th Edition). Boston: McGraw-Hill.
- ⁴ Substance Abuse and Mental Health Services Administration, Center for the Application of Prevention Technologies (2018) *Substance Abuse Prevention Skills Training (SAPST)*
- ⁵ Substance Abuse and Mental Health Services Administration. (2014) *Community Readiness Manual on Suicide Prevention in Native Communities* (Plested, B.A., Jumper-Thurman, P., Edwards, R.W.) Center for Applied Studies in American Ethnicity, Colorado State University, Fort Collins, CO.
- ⁶ Edwards, R. W., Jumper-Thurman. P., Plested, B. A., Oetting, E. R., & Swanson, L. (2000). Community readiness: Research to practice. *Journal of Community Psychology*, 28(3), 291-307. Retrieved from <http://www.colostate.edu/Dept/TEC/article3.htm>
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- ⁹ Substance Abuse and Mental Health Services Administration. (2018) *Selecting Best-fit Programs and Practices: Guidance for Substance Misuse Prevention Practitioners*