

# SUBSTANCE USE DISORDER

## **PREVENTION 101**

*Key Concepts in Prevention*




# AGENDA



- Part 1: June 6
  - Defining Prevention
  - Drug Classifications
  - The National and State Prevention Systems
- Part 2: June 13
  - Foundational Prevention Theories
  - Individuals and Groups Served By Prevention Programs
- Part 3: June 27
  - Types of Prevention Strategies
  - Planning for Prevention The Strategic Prevention Framework (SPF)

# ACTIVITY: CONOCIMIENTO

## GETTING TO KNOW ONE ANOTHER

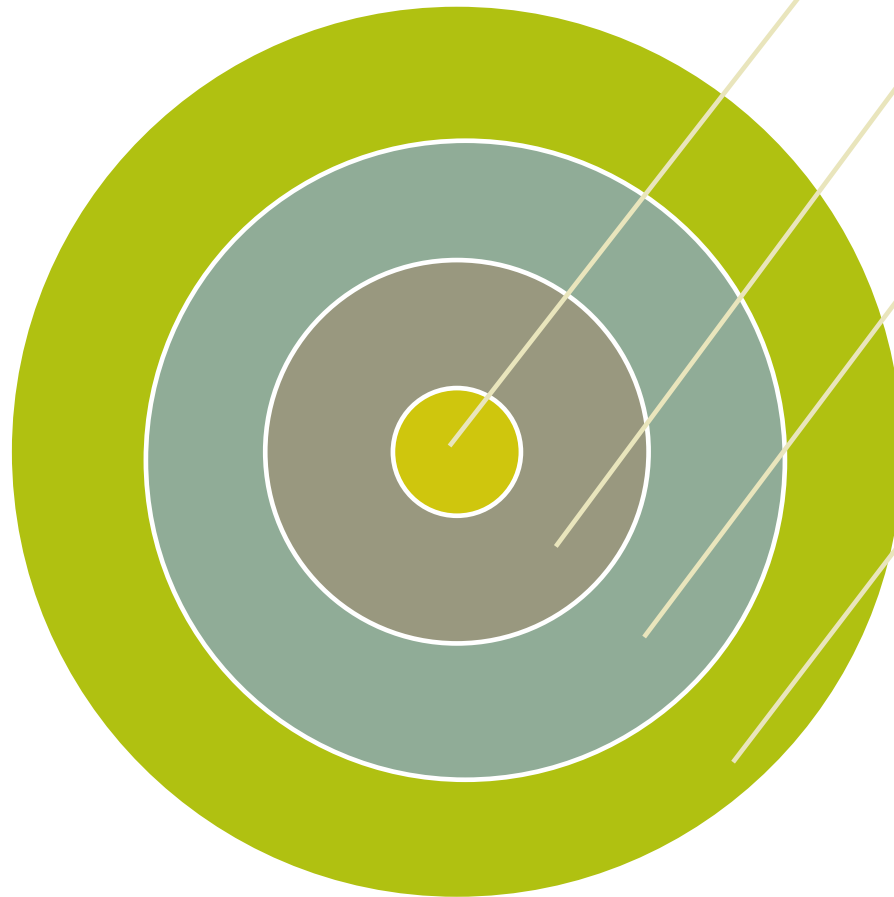


- Share name, workplace, and primary role
- What kind of projects are you working on right now?

# FOUNDATIONAL PREVENTION THEORIES



# RISK AND PROTECTIVE FACTOR THEORY



## Individual

Biology | Psychology

## Family

Housing | Food Availability  
Parents | Siblings

## Community

Employment | Social  
Services | Neighborhood  
Religious Groups | School

## Society

Political Influences  
Economic Influences  
Cultural Influences | Laws  
and Policies | Media  
Judicial System



# RISK & PROTECTIVE FACTOR THEORY

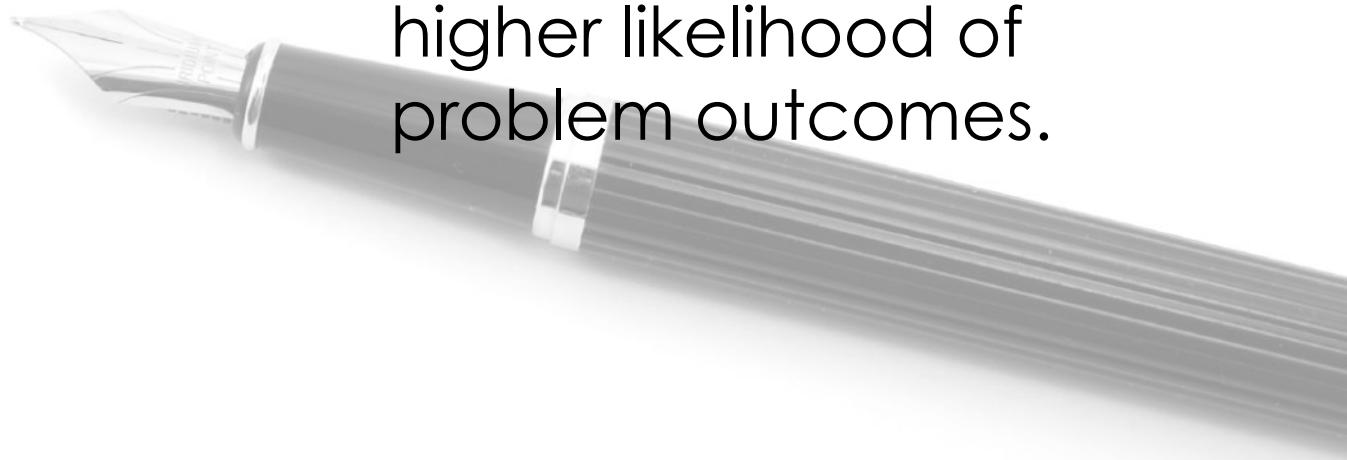
- Risk factors predict substance abuse
- Protective factors provide buffer to risk factors
- Influenced by individual, family, school, and environmental change strategies



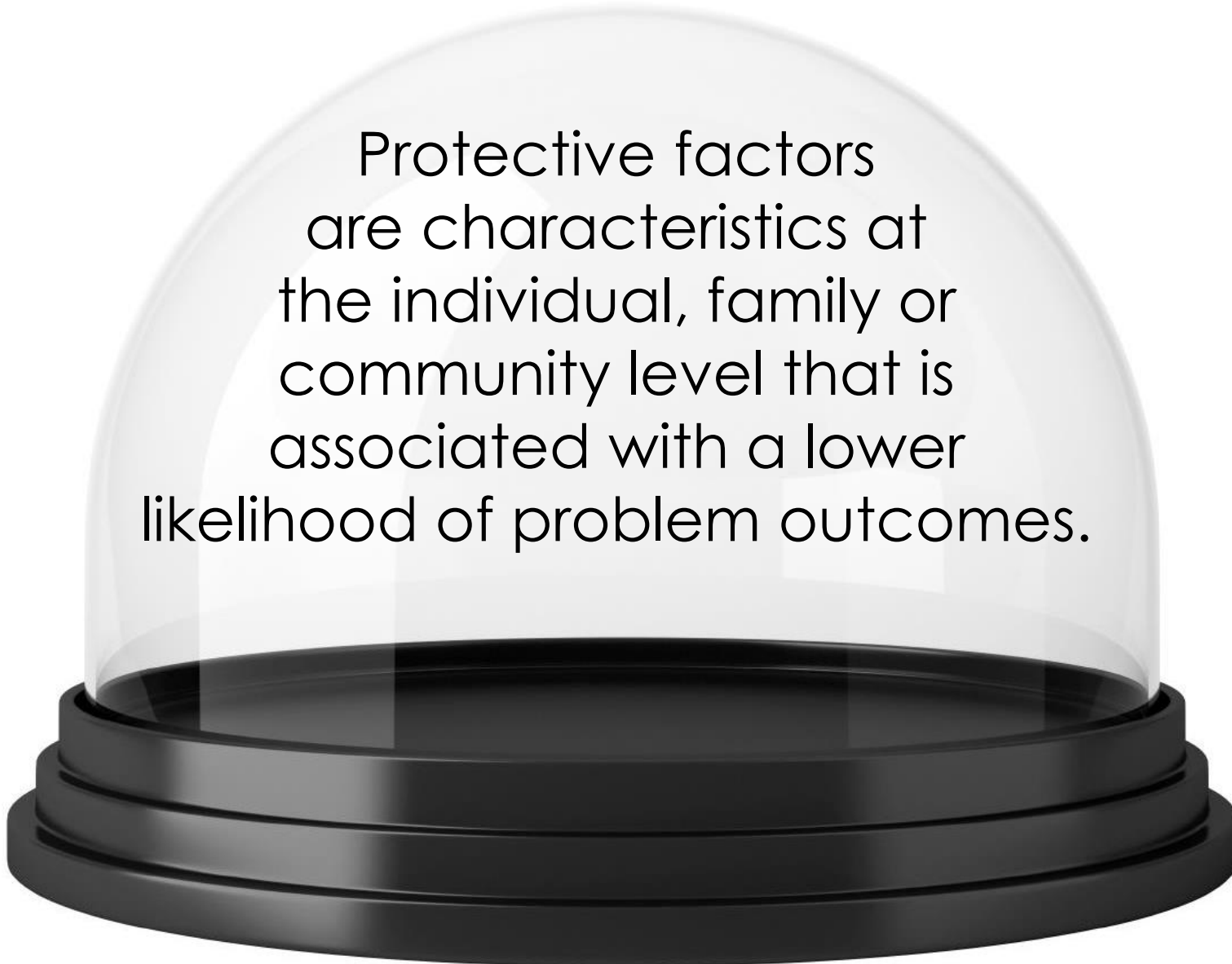
# RISK FACTORS DEFINED



A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes.



# PROTECTIVE FACTORS DEFINED

A glass dome on a black base, containing text. The dome is transparent and sits on a black, multi-tiered base. The text inside the dome is centered and reads: "Protective factors are characteristics at the individual, family or community level that is associated with a lower likelihood of problem outcomes."

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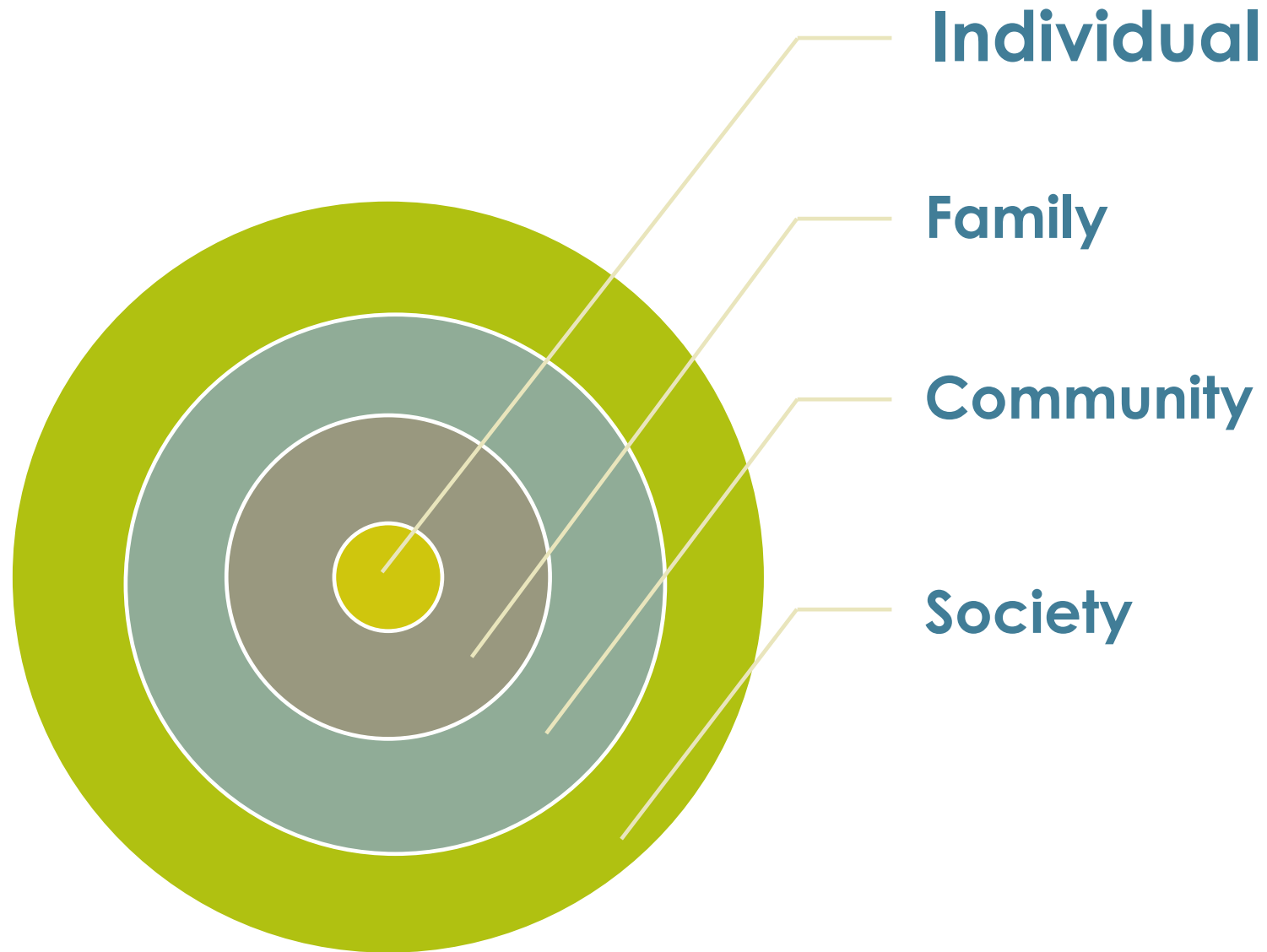


# SPOTLIGHT ON PREVENTION

- Identify the critical risk and protective factors in your community.



# CONTEXTS (DOMAINS)



# SOCIETY FACTORS



## **Risk**

- Norms and laws favorable to substance use
- Lack of economic opportunity

## **Protective**

- Policies limiting availability of substances
- Resources (housing, healthcare, childcare, jobs, recreation, etc.) are available

# COMMUNITY FACTORS - SCHOOLS



## **Risk**

- Lack of clear expectations, both academic and behavioral
- High numbers of students who fail academically at school

## **Protective**

- Communicates high academic and behavioral expectations
- School is responsive to students' needs

# COMMUNITY FACTORS - PEERS



## **Risk**

- Peer rejection
- Friends who use drugs

## **Protective**

- Involved in substance-free activities
- Friends disapprove of alcohol and other drug use

# FAMILY FACTORS



## **Risk**

- Family history of substance abuse
- Poor family management

## **Protective**

- Close family relationships
- Consistency of parenting





# INDIVIDUAL FACTORS




## **Risk**

- Early, persistent problem behavior
- Academic failure

## **Protective**

- Personal refusal skills
- Healthy decision making

# ADOLESCENT PROBLEM BEHAVIORS

- 
- Substance Abuse
  - Depression & Anxiety
  - Delinquency
  - Teen Pregnancy
  - School Drop-Out
  - Violence

# TRANSITIONS = TIME OF GREATER RISK



- Entering School
- Changing Schools
- Leaving Home



# SOME COMMON RISK & PROTECTIVE FACTORS

| <b>Risk Factors</b>   | <b>Protective Factors</b>                 |
|---|---|
| Early age of onset  | Later age of onset                        |
| Perception of parental approval of substance use                  | Parental monitoring                       |
| Peers engaging in social activities involving alcohol consumption | Strong family cohesion and relationships  |
| Parent or older sibling substance use                             | Success in academics                      |
| Low perception of harm  | Strong bonds with pro social institutions |
| Availability of and easy access to substances                     | Community service or civic leadership     |
| Poor school achievement and low school bonding                    | Healthy peer groups                       |
| Persistent problem behaviors and high risk-taking                 | Clear expectations for behaviors & rules  |

# SPOTLIGHT ON PREVENTION

- Identify different prevention activities that you might engage in based on access to individuals, access to families, access to coalitions. What does prevention look like in these domains?



# SPOTLIGHT ON PREVENTION

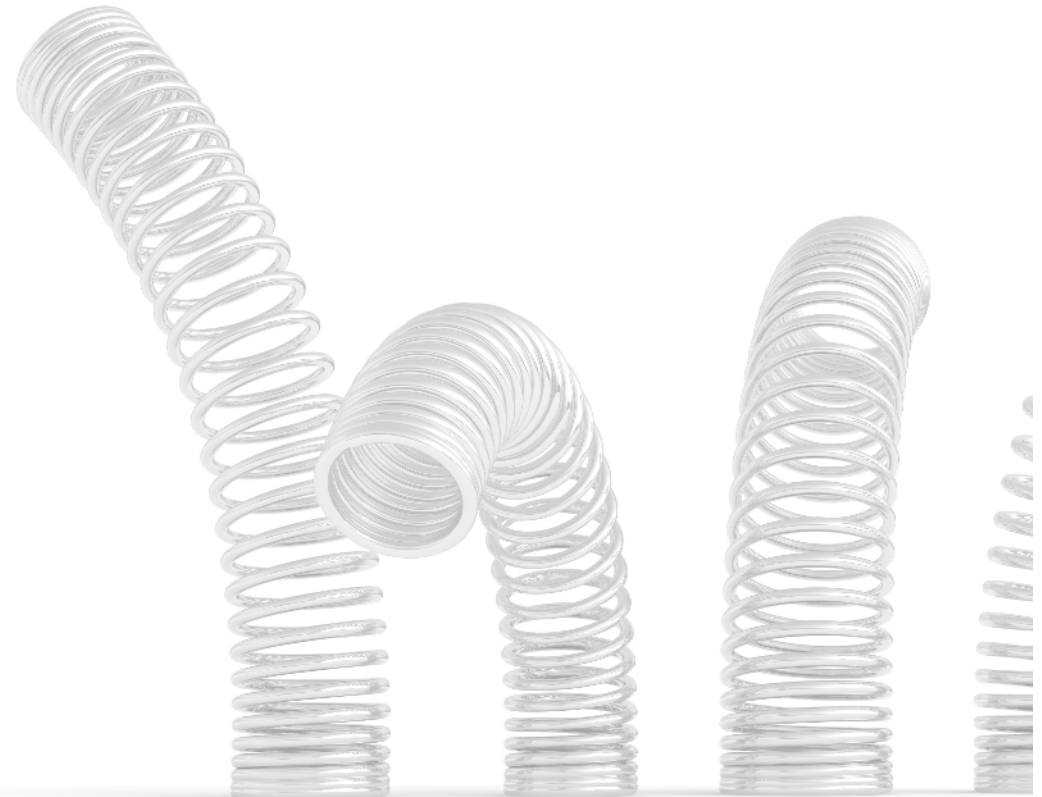
- What are the most effective strategies you have found, if any, for addressing the risk and protective factors in each domain?





# RESILIENCY THEORY

- Research dates back to the 1950s
- Strengths and assets buffer youth against negative health behavior
- Results of research led to risk and protective factor theory



# SIGNIFICANCE OF RESILIENCY



- Kauai longitudinal study that followed 700 participants for up to 32 years (Werner and Smith).
- Cohort of children exposed to perinatal stress, chronic poverty, and a troubled family environment.

# STUDY RESULTS SHOWED...

**Risk** factors are predictive for only about 20% to 49% of a given high risk population whereas **protective** factors predict positive outcomes in anywhere from 50% to 80% of a high risk population.

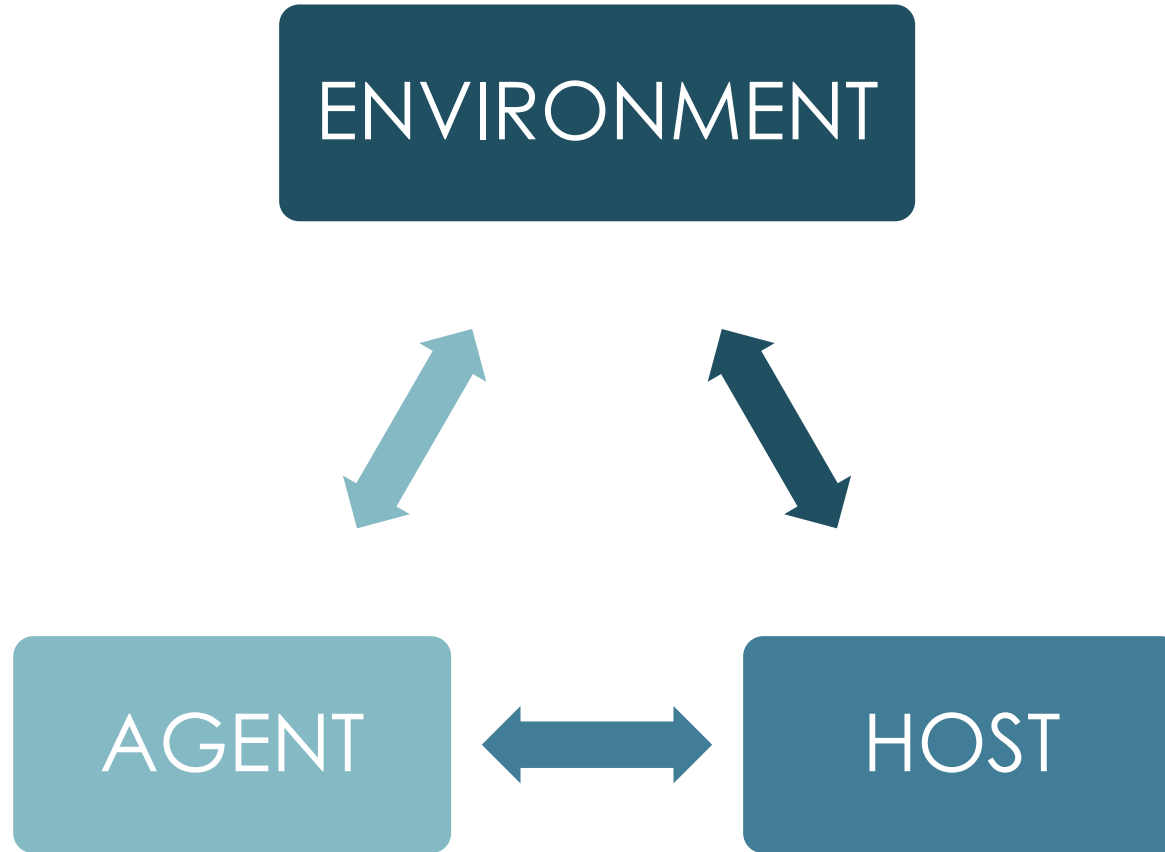
# PUBLIC HEALTH APPROACH



ENVIRONMENT

AGENT

HOST



# PUBLIC HEALTH EXAMPLE



Standing  
water  
provides  
mosquito  
**environment**



Mosquito  
carries the  
**agent**



**Host** gets sick  
when bitten by  
mosquito  
carrying agent

# PUBLIC HEALTH APPROACH



## Key Characteristics

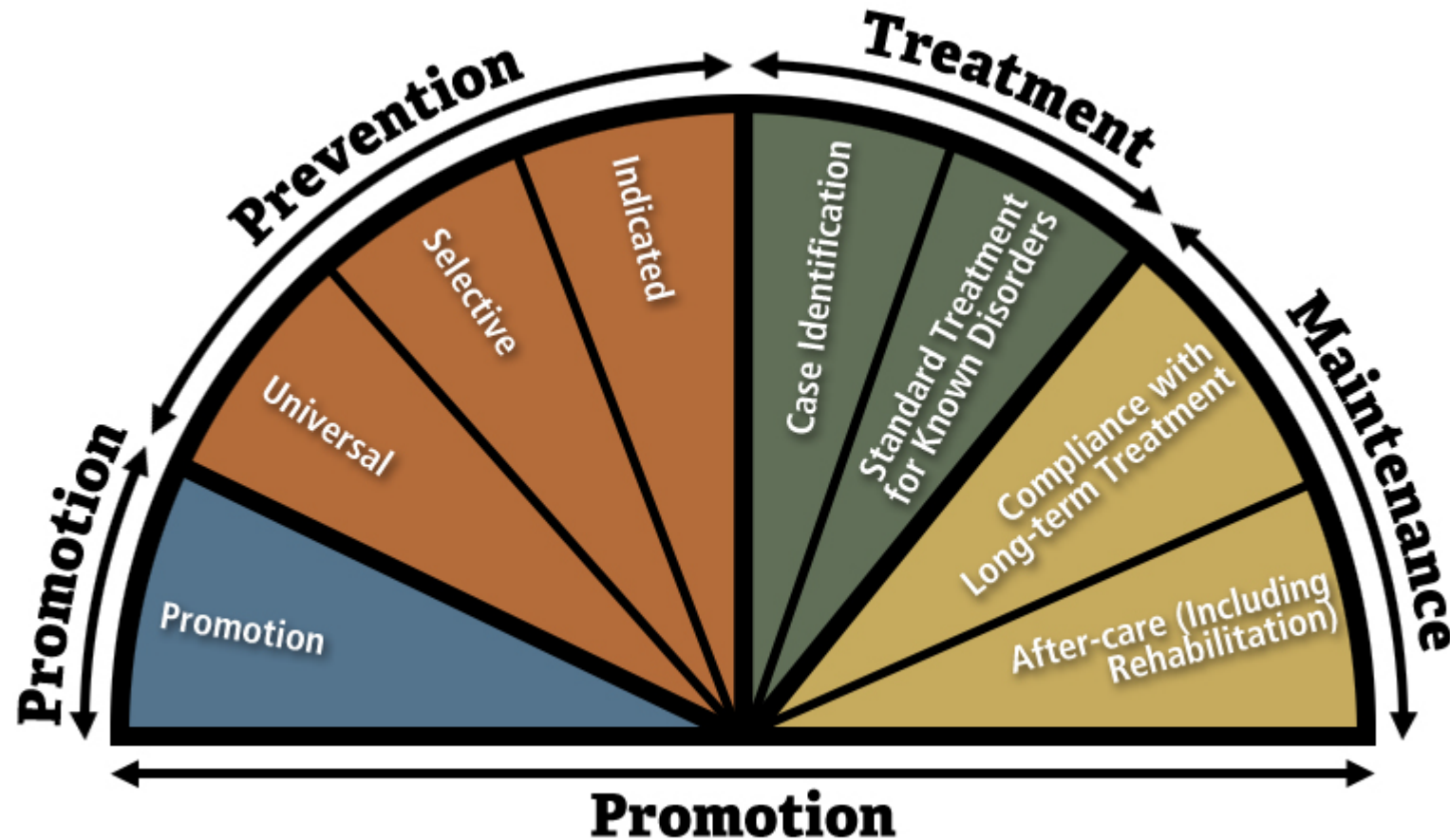
- ✓ Promotion and Prevention
- ✓ Population Based
- ✓ Risk and Protective Factors
- ✓ Multiple Contexts
- ✓ Developmental Perspective
- ✓ Planning Process



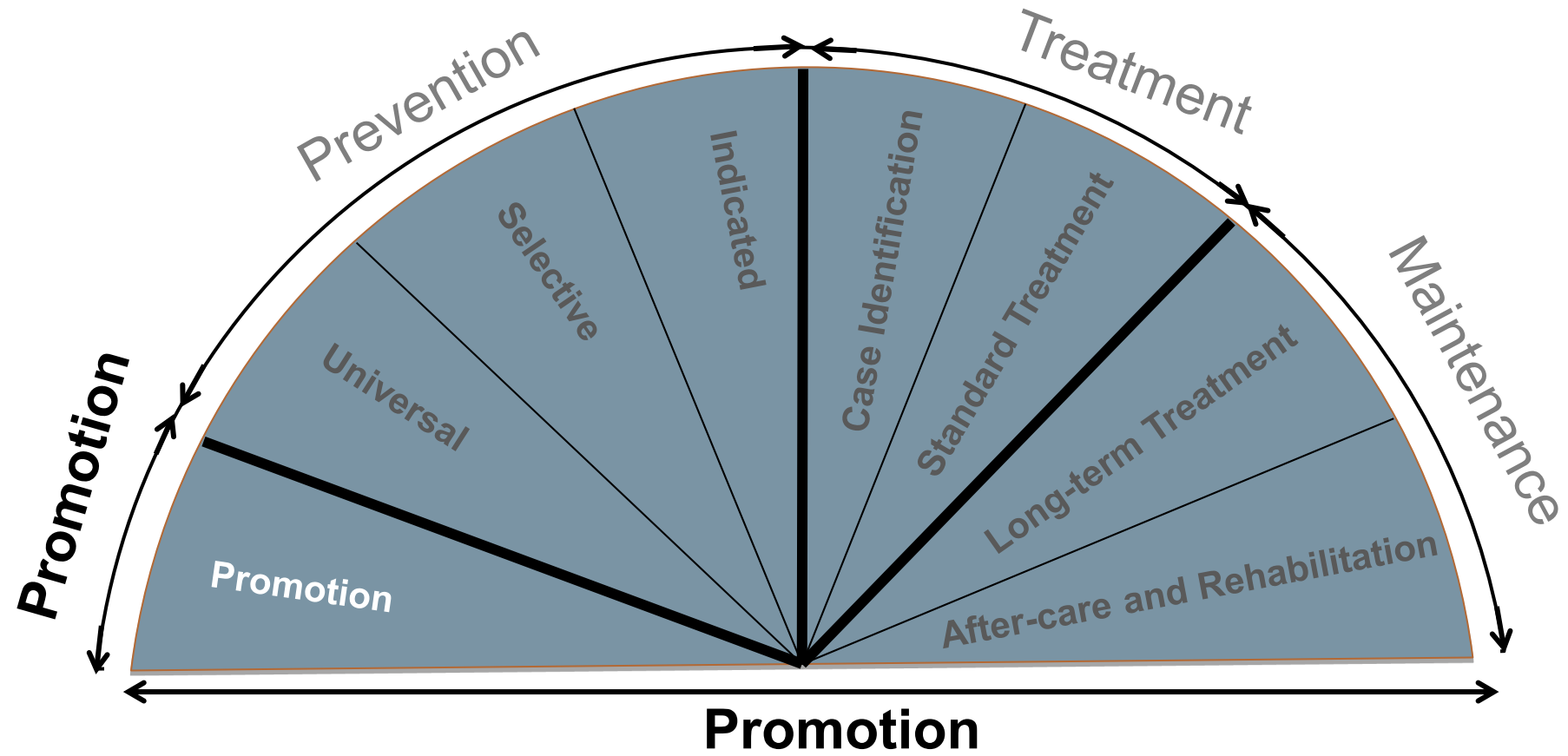
# INDIVIDUALS AND GROUPS SERVED BY PREVENTION PROGRAMS

THE INSTITUTE OF MEDICINE (IOM)

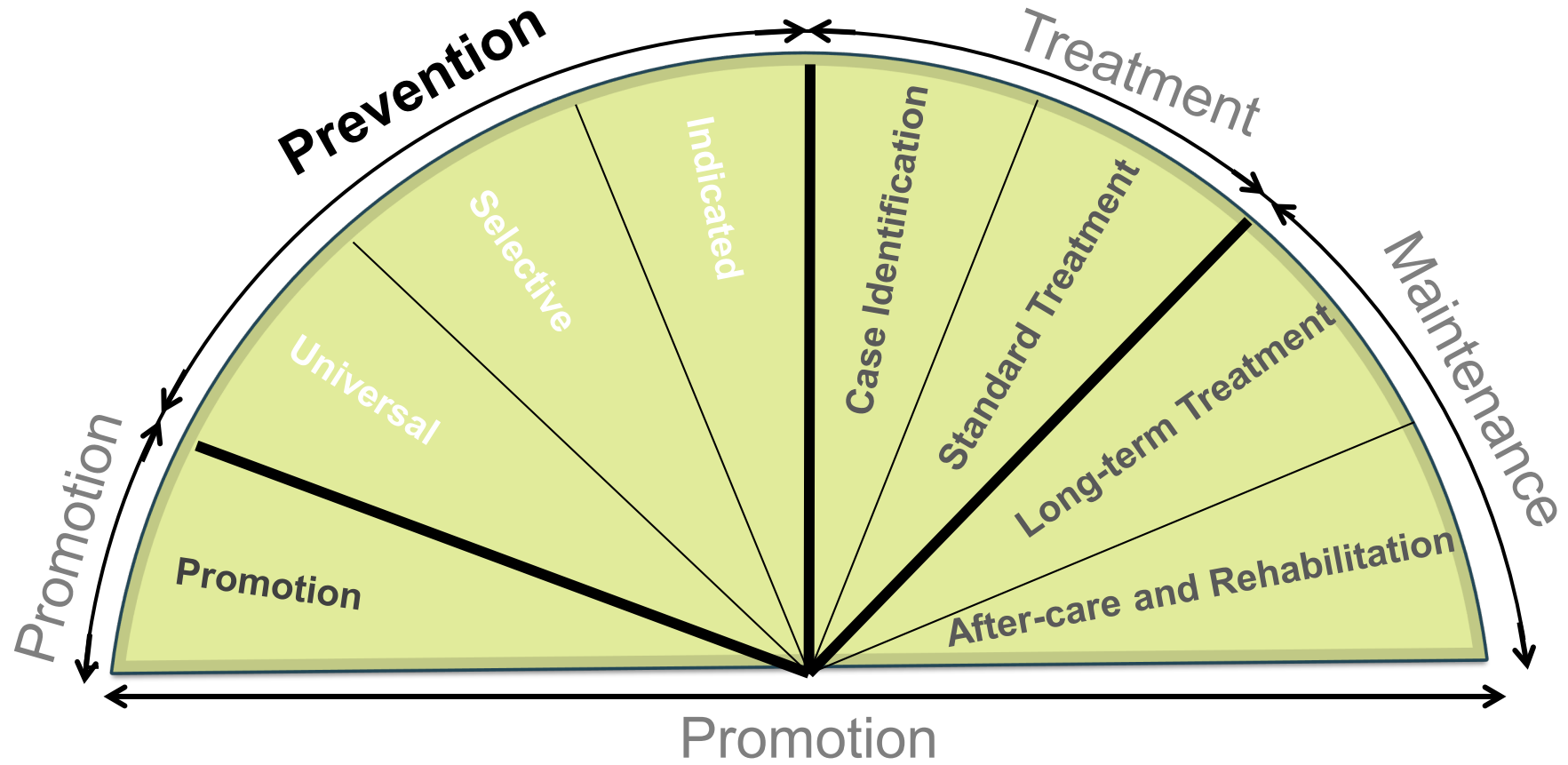
# PREVENTION AND THE CONTINUUM OF CARE IN BEHAVIORAL HEALTH



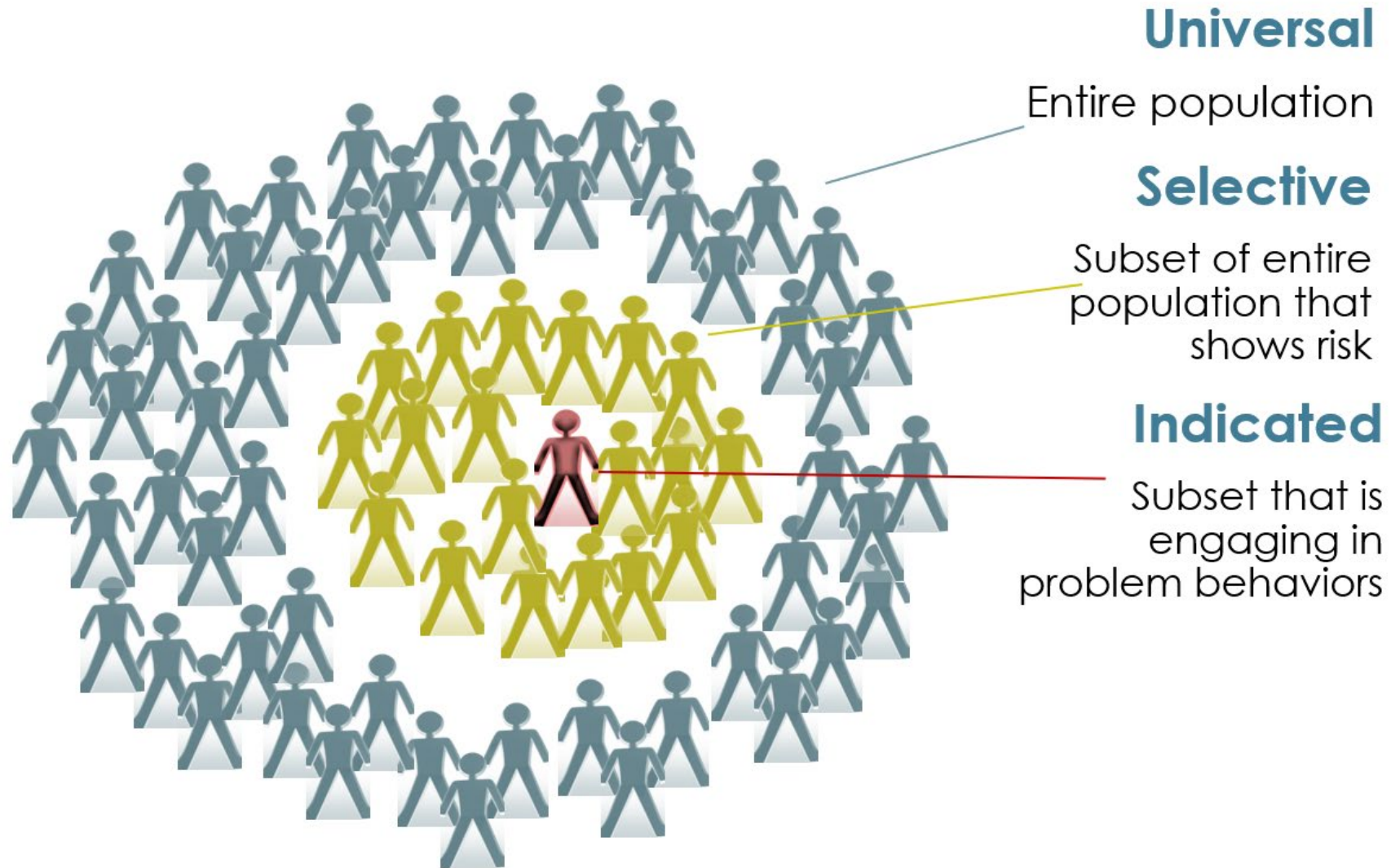
# PROMOTION



# PREVENTION



# IOM CATEGORIES



## Universal

Entire population

## Selective

Subset of entire population that shows risk

## Indicated

Subset that is engaging in problem behaviors

# IOM EXAMPLES

## Selective

- Youth on Probation

## Indicated

- Youth suspended from school for marijuana use

## Universal

- Youth ages 12-15

# COALITION CASE STUDY



# NORTH COASTAL PREVENTION COALITION



## ■ Problem

1. More San Diego County youth smoked marijuana than cigarettes.
2. Community environment was saturated with pro-drug messages on the radio and in retail stores.
3. Over 40 street fairs per year; all with pro-marijuana messaging and selling of paraphernalia (i.e., bongs & pipes).

## ■ Goals

1. Eliminate messages portraying marijuana use as “fun” & “harmless.”
2. Eliminate drug paraphernalia and pro-drug items at local street fairs.
3. Reduce youth use of marijuana.



# WHAT WOULD YOU DO?

## BREAKOUT SESSION



### ■ Discuss

If you were a member of this coalition:

1. What strategies would you suggest to combat the pro-marijuana messages in retail stores and street fairs?
2. What strategies would you suggest to combat the selling of marijuana paraphernalia at street fairs?
3. What tools would you need?
4. What collaborations might help you be successful? (i.e., city council, schools)

# NORTH COASTAL PREVENTION COALITION



## ■ Strategies

1. Coalition members went to a music festival which drew large crowds of youth and took photographs to display the magnitude of the problem.
2. Approached city council with photos and asked to amend existing “headshop” ordinance to require drug paraphernalia to be sold inside licensed buildings only.

## ■ Result

1. City council agreed to the amendment.
2. However, the coalition realized this was only part of the problem.
3. Street vendors were still allowed to sell and display items such as t-shirts, jewelry & posters that supported marijuana use.

# WHAT WOULD YOU DO?

## BREAKOUT SESSION



- Discuss

If you were a member of this coalition:

1. What strategies would you suggest to combat the selling of pro-marijuana retail products at music festivals & street fairs (i.e., posters and t-shirts)?
2. What tools would you need?
3. What collaborations might help you be successful? (i.e., city council, schools)

# NORTH COASTAL PREVENTION COALITION



## ■ Strategies

1. Coalition members went to the Chamber of Commerce that sponsored “Harbor Days,” an annual festival held at Oceanside Harbor.
2. Believed that if “Harbor Days” event planners could change their policies, others might follow.
3. Worked with Chamber to add language to their vendor policy banning vendors from selling “tobacco products, tobacco / drug paraphernalia or any item that promotes the use of illicit substances.”

## ■ Result

1. Hugely successful.
2. Called a major sponsor of most of the street fairs across the county asking for voluntary adoption of a policy against pro-drug items...they agreed!
3. Coalition successfully advocated for environmental change at 14 fairs throughout the county.

# LESSONS LEARNED



## ■ Focus on Local Policies First

- You do not have to change state laws or create ordinances to make environmental change.
- Businesses have the power to change policies.
- Pictures and data were presented to help them see the value in banning products with pro-drug messages.

## ■ Monitor Enforcement of Policy

- The work is not over once policy change is made.
- Having the policy in writing does not guarantee enforcement!
- The coalition members continue to be the “eyes and ears” at street festivals to help monitor and guarantee compliance.  
(Law enforcement is often stretched too thin to do this.)

# LESSONS LEARNED

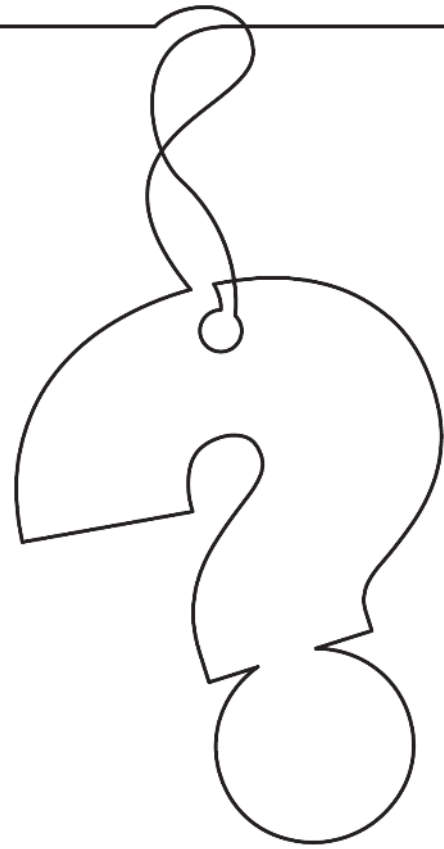


- Take Advantage of Opportunities For Change
  - It is often difficult to mobilize people around a particular issue unless a significant event is involved.
  - Events can be great opportunities for changing community norms & attitudes.
  - Use the event to document and raise visibility through social media.
- Make it Easier For Partners to Get on Board
  - The coalition went to the event organizers with a plan.
  - They told them that coalition members would monitor vendor compliance and report back to them.
  - The promoters only needed to change the policy language.
  - Businesspeople are more likely to collaborate if there is no extra burden for them.

# LOOKING THROUGH THE LENS OF WHAT YOU CAN DO



- What did you learn? How will you implement it in your daily prevention services?



**QUESTIONS/COMMENTS**



# JOIN US ON JUNE 27 FOR PART 3!



- Part 3: June 27
  - Types of Prevention Strategies
  - Planning for Prevention The Strategic Prevention Framework (SPF)

# MORE IS AVAILABLE FOR YOU!

Visit the CPI website for more  
no-cost resources, webinars, and  
trainings on prevention topics:

[www.ca-cpi.org](http://www.ca-cpi.org)



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