

Dissemination of Evidence-Based Substance Use Prevention: The Universal Prevention Curriculum

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Applied Prevention Science, Inc.



Background-Impetus

- US-Society for Prevention Research's Standards of Knowledge for the Science of Prevention
- The creation of the EU-Society for Prevention Research
- United Nations Office on Drugs and Crime's International Standards on Drug Use Prevention
- European Monitoring Centre on Drugs and Drug Addiction's European Drug Prevention Quality Standards
- Development of the Universal Treatment Curriculum to train substance abuse treatment providers and counselors through The Colombo Plan and JBS International with support from the US Department of State's International Narcotics Law Enforcement Affairs Bureau

Purposes of Universal Prevention Curriculum (UPC)

- Meet the current demand for an evidence-based curriculum for substance use prevention specialists.
- Ensure that regionally- and nationally-based prevention specialists obtain consistent science-based-information and skills training.
- Building an international prevention capacity through training, professionalizing, and expanding the substance use prevention workforce.

Ultimately to reduce the significant health, social, and economic problems associated with the substance use throughout the world.

The UPC Training Series-Organizational Roles

- Development and training:
 - The Colombo Plan for the Asian Centre for Certification and Education of Addiction Professionals (ACCE)
- Curriculum development team:
 - Applied Prevention Science, Inc.
- Funding and management:
 - U.S. Department of State, Bureau of International Narcotics Law Enforcement Affairs

UPC Series 1 and 2

- There are two parts of the UPC Series
 - UPC Series 1 is designed for prevention coordinators
 - UPC Series 2 is designed for prevention specialists who provide/deliver the evidence-based prevention interventions

Target Audience for UPC-1: Prevention Coordinators

- Prevention Coordinators are the interface between policy makers, the public and the prevention practice field. This curriculum series is designed to help them:
 - Translate prevention science for policy makers, decision - makers, major stakeholders, and the public;
 - Apply their understanding of prevention science to promote the quality delivery of evidence-based prevention programming
 - Define and understand the skills, competencies, and code of ethical conduct for prevention specialists (EMCDDA European Drug Prevention Quality Standards and IC&RC Standards for Addiction Professionals)

What do Prevention Coordinators Need to Know

- Knowledge of prevention science and the UNODC International Standards;
- Knowledge and skills to assess the substance abuse problems in their locale with an overview of epidemiology and statistical analysis;
- Skills on how to use that knowledge to educate policymakers, stakeholders and the public about the need for and value of evidence-based prevention for the community;
- Skills on how to convene and collaborate with stakeholders to plan and implement local prevention efforts;
- Skills to select EB interventions to address local needs and populations;
- Skills to supervise prevention specialists working on the ground;
- More specific skills that relate to each curricular domain: Schools, families, workplace, media, and community systems.

Focus: Prevention Science

- Publication of the *International Standards on Drug Use Prevention** focuses on the latest research in prevention science;
- The need to update knowledge of prevention professionals about these evidence-based findings; and
- The encouragement of government officials, policy makers, and other stakeholders to apply prevention science to the practice of prevention throughout the world.

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*United Nations Office of Drugs and Crime (UNODC), 2012.

Overarching Themes (1/2)

- Substance use inclusion: Psychoactive substances including tobacco, alcohol, illegal drugs and the nonmedical use of RX drugs
- The “science of prevention” and how it can provide effective intervention for families, schools, workplaces and communities
- Evidence-based (EB) interventions and policies and how to use them.

Overarching Themes (2/2)

- Developmental nature of substance use
- The Etiology Model: Substance use is a result of interactions between environmental factors and the characteristics of individuals.
- Prevention professionals need to be aware that prevention science represents multiple disciplines.
- Emphasis on the skills to convene stakeholders, how to use data, and to implement, monitor, and evaluate prevention interventions.
- Application of ethical practices

Developmental Process (1/)

- Curricula Areas
 - Initially we decided on 8 major areas
 - Introduction to Prevention Science—6 modules, one on physiology and pharmacology)—5 days
 - Family-Based Prevention Intervention—4 days
 - School-Based Prevention Intervention—4 days
 - Workplace-Based Prevention Intervention—4 days
 - Environmental Prevention Interventions—3 days
 - Media-Based Prevention Interventions—3 days
 - Monitoring and Evaluation—5 days
 - Community-Based Implementation Systems—5 days

Developmental Process—(2/)

- Curricula Areas
 - Current plans—9 Areas
 - Introduction to Prevention Science—5 days
 - Physiology and Pharmacology for Prevention Specialists—3 days
 - Monitoring and Evaluation—5-6 days
 - Family-Based Prevention Interventions
 - School-Based Prevention Intervention—4 days
 - Workplace-Based Prevention Intervention—4 days
 - Environmental Prevention Interventions—3 days
 - Media-Based Prevention Interventions—3 days
 - Community-Based Implementation Systems—5 days

UPC-1 Development Team (1/2)

- Curriculum 1: Introduction to Prevention Science--
Zili Sloboda, APS
- Curriculum 2: Physiology and Pharmacology for
Prevention Specialists—Zili Sloboda,
APS
- Curriculum 3: Monitoring and Evaluation—Zili
Sloboda, APS
- Curriculum 4: Family-Based Prevention
Interventions—Douglas
Coatsworth, Colorado State University
- Curriculum 5: School-Based Prevention
Interventions—Chris Ringwalt,
Pacific Institute on Research and
Evaluation

UPC-1 Development Team (2/2)

- Curriculum 6: Workplace-Based Prevention Interventions—Rebekah Hersch, ISA Group
- Curriculum 7: Environmental Prevention Interventions—Susan David, APS
- Curriculum 8: Media-Based Prevention Interventions—William Crano, Claremont Graduate University
- Curriculum 9: Community-Based Prevention Systems—Richard Spoth, Iowa State University

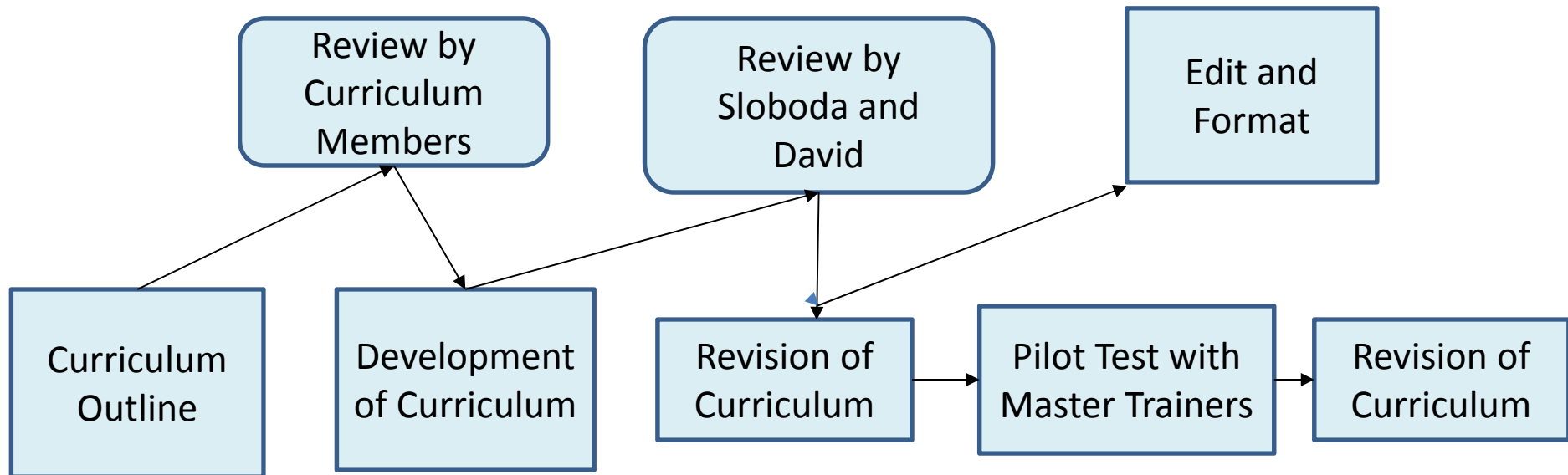
UPC-Expert Advisory Group (1/2)

- Representatives of International and National Organizations
 - United Nations Office on Drugs and Crime
 - U.S. Department of State-Bureau of International Narcotics Law Enforcement Affairs
 - CICAD, Organization of American States
 - Canadian Centre on Substance Abuse
 - European Monitoring Centre on Drugs and Drug Addiction
 - The Colombo Plan
 - National Association of State Alcohol and Drug Abuse Directors (United States)

UPC-Expert Advisory Group (2/2)

- International Non-Governmental Organizations
 - Community Anti-Drug Coalitions of America-International
 - Copolad
 - Mentor Foundation
- Prevention Scientists
 - Felipe Castro, University of Texas-El Paso, U.S. Society for Prevention Research
 - Harry Sumnall, Liverpool John Moores University, E.U. Society for Prevention Research

Curriculum Development Process



Asian Centre for Certification and Education of Addiction
Professionals (ACCE) Training Series
The Universal Prevention Curriculum for Substance Use (UPC)

Trainer Manual

Curriculum 1

Introduction to Prevention Science



Trainer Manual Format

- Module 1 Introduction to the Curriculum—
Similar across curricula
- Modules 2 up to 6—Core Curriculum content
- Last Module—Summary of curriculum and
application

Parts of the Manual

- The 5 parts of the Trainer Manual:
 - Trainer Orientation
 - Master Agenda
 - Evaluation Forms
 - Training Modules , materials, and other preparations to deliver this curriculum; and
 - Appendices

Content Covered—Curriculum 1

- Curriculum 1-Introduction to Prevention Science
 - Module 2: Epidemiology of Substance Use and the Role of Prevention
 - Module 3: Definition and Behaviors Addressed by Prevention. What Is Prevention Science?
 - Module 4: Evidence-Based Prevention Interventions and Policies: The United Nations Office on Drugs and Crime International Standards on Drug Use Prevention
 - Module 5: The Role of the Substance Use Prevention Coordinator and Prevention Specialist ²¹

Content Covered-Curriculum 2

- Curriculum 2-Physiology and Pharmacology for Prevention Scientists
 - Module 2: Introduction to Psychoactive Substance Use
 - Module 3: The Science of Addiction
 - Module 4: Social Stigma
 - Module 5: Substances of Abuse: Characteristics and Consequences

Content Covered-Curriculum 3

- Curriculum 3-Monitoring and Evaluation
 - Module 2: Introduction to Monitoring and Evaluation—Data Collection Methodologies
 - Module 3: Introduction to Monitoring and Evaluation—What is it?
 - Module 4: Building and Using Logic Models in Monitoring and Evaluation
 - Module 5: Working with Evaluation Research Consultants Effectively

Content Covered-Curriculum 4

- Curriculum 4-Family-Based Prevention Interventions
 - Module 2: Introduction to the Family
 - Module 3: Family-based Interventions: Types and Evidence
 - Module 4: Examples of High-Quality Family-Based Prevention Programs
 - Module 5: Implementing Family-Based Preventive Interventions: Barriers and Solutions
 - Module 6: Monitoring and Evaluation of Family-Based Prevention Interventions

Content Covered-Curriculum 5

- Curriculum 5—School-Based Prevention Interventions
 - Module 2: Why Schools Are an Important Setting for Substance Use Prevention
 - Module 3: Child and Adolescent Development
 - Module 4: Applying Cognitive and Learning Theories to Substance Use Prevention
 - Module 5: Selecting and Adapting the Right Prevention Program for Your School
 - Module 6: The School Environment and School Policies

Content Covered-Curriculum 6

- Curriculum 6-Workplace-Based Prevention Interventions
 - Module 2: The Role of the Workplace in Prevention
 - Module 3: Why the Workplace is an Important Setting for Substance Use Prevention Programs?
 - Module 4: Key Components of Workplace Substance Use Prevention Programs and Policies
 - Module 5: Overview of UNODC International Standards Evidence Based Policies and Prevention Programs
 - Module 6: Implementing and Adapting Workplace-Based Programs

Content Covered-Curriculum 7

- Curriculum 7-Environmental Prevention Interventions
 - Module 2: Role of Environmental Strategies within the Socialization and Prevention Framework
 - Module 3: Review of Policies and Other Environmental Interventions in the Micro-Level Environments of Schools and the Workplace
 - Module 4: Principles of Effective Macro-Level Community-Wide Policies, Regulations and Laws and Examples of EB Environmental Strategies
 - Module 5: Effective Implementation of Environmental Interventions
 - Module 6: Evaluation of Environmental Strategies

Content Covered-Curriculum 8

- Curriculum 8-Media-Based Prevention Interventions
 - Module 2: Introduction to Media and Their Use in Prevention
 - Module 3: The Nature of Media and Theories of How the Media Affects Its Audience
 - Module 4: Practical Application of Theories of Persuasion in Substance Use Prevention
 - Module 5: The Two-Step Flow of Communication and Parental Impact
 - Module 6: Pre- and Post-Evaluation of Effects in Media Studies

Content Covered-Curriculum 9

- Curriculum 9-Community-Based Implementation Systems: Building Evidenced-Based Prevention
 - Module 2: Systems Perspectives and Factors For Success
 - Module 3: Building an Effective Community Team
 - Module 4: Selecting and Implementing Evidence-Based Interventions
 - Module 5: Sustaining Quality Implementation of Evidence-Based Interventions
 - Module 6: Evaluation and Monitoring of Community Systems

Next Steps

- Final piloting of UPC-1 will take place in November
- Curricula are in revision through February
- Participant Manuals are being drafted for revised curricula and should be completed by April
- Complete UPC-1 Trainer and Participant Manuals will be completed over the summer 2015
- Planning for UPC-2 will take place through the fall and winter months

- Thank you for your attention.
- For more information contact me at:
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