

Strategic Prevention Framework for Coalition Members **Facilitator's Guide**

September, 2017



Prevention
Training
Technical
Assistance
Service
Center



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Welcome



Play Video #1: Introduction or read below if you prefer to do the introduction on your own:

Hello! Welcome to the Strategic Prevention Framework for Coalition Members Training, provided for you by the Prevention TTASC and **[insert your coalition name]**. We're glad you're taking 45 minutes out of your busy schedule to learn more about the model we use in prevention for planning, implementing, and evaluating our programs – the Strategic Prevention Framework, or SPF for short.

The SPF is comprised of five steps that we'll review throughout this module. During this training we'll do some hands-on activities and critical thinking to accomplish three objectives:

1. We will describe the five steps of the SPF.
2. We will identify the ramifications of skipping one of those steps.
3. We will determine how you best can support your coalition's efforts in the step or area that most interests you.

Feel free to take notes and ask any questions that you may have.

Ready to get started? Let's begin!

Notes:

- If participants have questions about the Prevention TTASC, direct them to our website, preventiontrainingcenter.org.
- Here is a brief description of PTTASC: The Prevention Training and Technical Assistance Service Center was funded by DMHAS starting in 2015 with the goal of establishing a robust, well-informed prevention workforce in CT. TTASC provides high quality, easy to access trainings and technical assistance to prevention coalitions and professionals across the state.



Mystery Illness



Play Video #2: Mystery Illness.



Pause the video at 2:42.



Provide the Community A & B handout and the instructions that follow; allow pairs to discuss for no more than five minutes:

With a partner, review the descriptions of how Community A and Community B handled the outbreak of the mystery illness. Discuss which community you'd rather live in and why.

Ask: So...which community would you rather live in? [Allow a few teams to share their discussions]

Talking Points for follow-up discussion:

- What are the reasons you chose community A or B?
- What are the reasons you did not choose community A or B?
- Community B uses a public health approach to determine causes, rather than just treating symptoms. It attempts to solve the underlying problem.
- The Strategic Prevention framework is also a public health approach to reduce substance abuse in our community. So instead of just treating those with substance abuse problems, SPF communities try to solve the underlying problems of substance abuse.



Restart the video to hear why Community B is the best choice.



SPF Learning Task - Part 1



Play Video #3: Public Health Approach and SPF Intro.



Begin passing out envelopes of SPF cards to participant pairs at 2:38 as the video says, "So, find a partner or a small group, no more than three people please, and open up the envelope and take out the cards."



Play Video #4: Matching SPF Learning Task



Pause the video at 0:19, or read below if you prefer:

Match the correct definition card to each card naming one of the five steps of the Strategic Prevention Framework.

When you're finished, we'll discuss the definitions you chose and come to consensus on the correct definitions.

What are your questions about this task?

When the pairs/small groups have completed the matches, ask for a volunteer to read any one of the SPF steps and the definition they chose.

- Do not agree or disagree with their definition.
- Ask the entire group if anyone has a different definition for that step. If a different definition is offered, ask the group to decide on the correct definition.
- Only provide the correct definition if the group is at a stalemate or if they have settled on an incorrect definition.
- Be patient and give them time. Once all five definitions have been agreed upon by the group, move on to Part 2 below.

Note: The learning occurs in the discussion, focusing on increasing participant understanding of the SPF. Keep the discussion moving but don't rush it. Some groups mix up definitions, like needs assessment and evaluation, for example. Ask participants to describe why they paired certain definitions with certain steps. Don't tell them the answer; encourage them to figure it out as a group.



SPF Learning Task - Part 2



Play Video #5: Ordering the SPF Steps Learning Task



Pause the video at 0:26, or read below if you prefer:

Now that we have the correct definitions, let's put the SPF steps with their definitions in the correct order. Which step comes first, second, and so on...?

With your partner, first discuss each step, and then put the 5 steps into the correct order.

When you're finished, we'll discuss the order of the steps you chose.

What are your questions about this task?

Facilitator talking points for follow-up discussion:

- Facilitate the discussion, allowing the entire group to weigh in and come to consensus on the order of the SPF steps.
- The SPF is a cyclical process, not a linear process; steps often overlap other steps. For example, you never stop building capacity as membership ebbs and flows.
- Acknowledge that there are some valid reasons why a participant might, for example, put capacity before needs assessment or capacity after planning.
- Sometimes, you will need to build capacity to conduct a needs assessment process.
- Sometimes, you will need to build capacity after a plan is developed to recruit certain skills, knowledge, or positions in order to achieve the goal of the plan.
- While it is important to understand the basic order of the 5 steps of the SPF, it is also important to embrace the flexibility of the SPF, including engaging multiple steps, even all five, at one time.
- After the discussion is complete, provide the SPF handout for participants to review if they so desire.



Once the order of the five SPF steps has been agreed upon by the group, move on to Part 3 which begins on the next page.



SPF Learning Task - Part 3



Play Video #6: Missing an SPF Step Learning Task



Pause the video at 1:02, or read below if you prefer:

Now that we know what the SPF steps are and their correct order, let's work to build a deeper understanding of each step.

Let's divide the group into 5 small groups, or as many small groups as possible. 3-5 people per small group is ideal. [If you have a larger group, feel free to divide the group into additional small groups.]

Leave your SPF sorting cards out, and I will assign each small group one of the steps of the SPF. [If you've divided your larger group into more than 5 small groups, some small groups will be assigned the same step of the SPF]. Next, turn over the cards representing your assigned step of the SPF.

In your small group, discuss the ramifications of skipping this step of the SPF from our coalition process. Ask yourselves the following questions:

- What impact would skipping this step have on the reduction of youth substance abuse?
- What impact would this have in your community? Be sure to consider community factors and people in the community.

Once you have had ample time to discuss the ramifications, each group will share their conclusions with the whole group.

Do you have any questions about this task?

NOTE: If there aren't enough participants for all 5 steps, skip Implementation and use the 4 other steps.

Facilitator talking points for follow-up discussion:

- Ask small groups to present their conclusions about missing their step in the order of the 5 SPF steps.
- Ask for comments from the large group after each small group shares their conclusions.
- Participants usually do a good job summarizing the importance of each step. If you want to add something important that was not discussed, wait until all participants have had a chance.



SPF Learning Task - Part 4



Play Video #7: SPF Summary, or summarize the content below if you prefer:

So what does the SPF look like in our community?

In **assessment**, we collect and analyze data. We use student surveys, police and school records, and other sources like data from the juvenile review board. We use the data to determine what the most significant patterns of use in our community are, and what problems these patterns cause. For example: the consumption of substances and the consequences associated with that consumption. We also look at how easy or hard it will be to change the issues we've identified.

We always need to be working on building the **capacity** of our coalition. We can never have too many community members interested in helping us complete our work. Sometimes, we need a pair of hands to help us with our activities, and other times, we need specific skills, knowledge or positions, like community leaders, in order to be successful.

Creating a **plan of action** for our coalition is an important step, and we need to involve you in our **planning** because you have the expert knowledge of the community. You live and work here. You'll know which activities will or won't work, and we want to choose activities that you're interested in, and will also be successful in affecting the change we're looking for.

Of course one or two staff people can't do all of the work of the coalition. We need to work together to make our community a better place for both ourselves and our kids to live and grow up in. **Implementation** requires all of us to pitch in!

Finally, **evaluation** is key to our efforts to make our community a better place to live. We all have busy lives, and no one wants to spend their time involved in activities that aren't working. Sometimes the best ideas don't work out as we had hoped, and sometimes ideas we thought wouldn't work too well, can make a big difference. Our evaluation will help us to sort this out, so we can accomplish the goals we've established together.



Sustainability and Cultural Competence



Play Video #8: Cultural Competence and Sustainability Intro and Learning Task, or summarize the description below if you prefer:

At the center of the SPF is *sustainability and cultural competence*. Prevention incorporates cultural competency in each of the SPF's five steps. *Cultural competence* is the ability to interact effectively with people of different backgrounds and belief systems.

When we incorporate *cultural competency* into our prevention efforts, we learn more about our community, develop stronger partnerships, and increase our effectiveness.

Cultural competency ensures our prevention work is respectful and responsive to different groups in our community.

We can be more respectful by acknowledging that:

1. *Cultural competency* includes ethnicity, age, gender, disability, sexual identity, and other variables.
2. Diversity exists within each culture or subculture.
3. Developing cultural competency is an ongoing process that takes time.

We can be more responsive in our prevention coalition work when we learn about and validate cultural differences such as health beliefs, practices, and linguistic needs of underrepresented or targeted groups in our community.

Prevention incorporates cultural competency in each of the SPF's five steps. For example, when we assess our community needs, are we involving diverse community members in the data collection process?

When we build our coalition, are we identifying underrepresented groups in the community?

Are we creating a safe, supportive environment for all community members to join and actively participate?

When we select and implement prevention strategies, are we asking for diverse community input?

Do we adapt prevention strategies to fit the needs of our different groups?



Continue on next page...



Sustainability and Cultural Competence (Cont.)

These are the types of questions that we should ask ourselves as we strive to weave cultural competency into each step of the SPF process:

Prevention incorporates cultural competency in each of the SPF's five steps. For example, when we assess our community needs, are we involving diverse community members in the data collection process?

When we build our coalition, are we identifying underrepresented groups in the community?

Are we creating a safe, supportive environment for all community members to join and actively participate?

When we select and implement prevention strategies, are we asking for diverse community input?

Do we adapt prevention strategies to fit the needs of our different groups?

We mentioned *sustainability*. What does *sustainability* mean? *Sustainability* strives to maintain our community's prevention work and success overtime. Rather than seeing *sustainability* as something we plan for at the end of our prevention efforts, we need to flip the script, and begin working on *sustainability* right from the start. *Sustainability* involves telling our success stories to build support in the community.

Here's how we do it:

1. Develop a strong coalition that has diverse and long-term community representation, strong leadership, and engaged volunteers.
2. Engage community leaders and stakeholders to champion coalition efforts.
3. Create strong project and financial management systems and administrative structures to ensure effective functioning and accountability.
4. Assess sources of support available in the community. Are there other funding sources in the community? Are there community sectors to take the lead implementing and sustaining prevention efforts past the initial grant period? Think about the resources you'll need and which organizations might be a good match.
5. Approach state or federal funding sources utilizing evaluation data. Do you have grant writing skills in your coalition or do you need to build capacity? Can you partner with another organization to apply for a grant?



Knowledge Check



Complete Knowledge Check Exercise on the computer

Now we are going to work as a group to review our understanding of cultural competence and sustainability.

I need one volunteer to use the mouse to drag and drop the activities into the right boxes on behalf of the group. We'll all provide our input to figure out which go where.



Your SPF Interest

NOTE: Sticky Notes and flip chart paper/white board/smart board are needed for this learning task



Play #9: Engaging Coalition Members Activity and Closing Segment



Pause the video at 1:02, or read below if you prefer:

Now that you've learned about the SPF, including Cultural Competency and Sustainability, let's see how we can strengthen our coalition's use of the SPF with your help. Think about your interests and skills. Which step of the SPF most interests you? Where can you make a difference for the coalition and your community?

On a sticky note, write one or two ways your skills, knowledge, and interests could be used to support the SPF steps that most interest you, and that you would be willing to add to the coalition's efforts. If you're willing, put your name and some contact information on the sticky note.

Now, stand up, and using the flip chart paper with the 5 steps on it, put your sticky note (with or without your name) on the Flip Chart near the corresponding SPF Step.

After everyone puts their notes up, facilitator comments: Look what happened! There are significant resources for the coalition here in this room, right now.



Restart the video to play the closing remarks.