Prevention
Training
Technical
Assistance
Service
Center

12 Sector Collaboration Series

Media

Overview

Often, community substance prevention issues are too large and complex for any one agency or organization to tackle. In these circumstances, putting together a coalition of groups and individuals can be an effective strategy for impacting programs and policies - in schools, business, government, and other relevant sectors - that are needed to solve an identified set of objectives or achieve shared goals.

This learning event places the Strategic Prevention Framework into the context of the 12 Stakeholders Sectors within coalition prevention work.

This Presentation will

- Walk you through the Media Sector within the SPF Model

- Gain knowledge of the different levels of sector involvement

- Learn from a shared experience through a coalition speaker

- Identify ways to engage with the sector

- Identify barriers to deeper levels of participation of the sector and how to overcome them

- Provide you several tools around the 12 Sectors as used within commonly used Evidenced Based Strategies

- Time for Q and A

Strategic Prevention Framework (SPF)

The five steps and two guiding principles of the SPF offer prevention planners a comprehensive approach to understanding and addressing the substance misuse and related behavioral health problems facing their states and communities.

The SPF includes these five steps:

1. **Assessment:** Identify local prevention needs based on data. What is the problem?

2. **Capacity:** Build local resources and readiness to address prevention needs. What do you have to work with?

3. **Planning:** Find out what works to address prevention needs and how to do it well What should you do and how should you do it?

4. **Implementation:** Deliver evidence-based programs and practices as intended. How can you put your plan into action?

5. **Evaluation:** Examine the process and outcomes of programs and practices (Is your plan succeeding?)

The SPF is also guided by two cross-cutting principles that should be integrated into each of the steps:

Cultural Competence. The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships.

Sustainability. The process of building an adaptive and effective system that achieves and maintains desired long-term results

Media

Representatives of communications/marketing outlets that provides information to the community

Examples include:

- Newspapers
- Radio
- Television
- Social Media
- Website
- Books/Libraries
- Mailings
- Graphic Design Professionals
- Local Photographer
- Communications Students

Media Activities in Prevention

- Contact local news/radio outlets prior to hosting events or launching social marketing campaigns
- Consider connecting with community access TV staff
- Host a book discussion on a book relevant to prevention at your local library/media center
- Social Media posts/video
- Website as a resource
- Target specific audiences by mail (email or physical)

Poll #1: Which of the following Media agencies does your community utilize?

Needs Assessment

Media data are collected though various means. Examples of Media data include: Town and State Websites, meeting minutes, local publications

Data is used to identify priority substances and associate risk factors and determine the evidenced based strategies to prevent and reduce substance misuse.

Programs and activities are planned to address the risk factors and strengthen the coalition.

Capacity

Building capacity focuses on resources and readiness. Identifying existing and new resources helps strengthen the coalition and community's readiness to implement prevention work. Examples of how the Media sector can build capacity include:

- Provide meetings and event times where Media representatives can participate in coalition activities.

- Seek out Media input on policies of the coalition.

- Provide opportunity for Media to lend community leadership to the coalition.

- Collaborate on events with Media to build positive community engagement with the sector

- Resource Examples:
  - People (e.g., staff, volunteers)
  - Specialized knowledge and skills (e.g., research expertise)
  - Community connections (e.g., access to population groups) Š
  - Concrete supplies (e.g., money, equipment, technology)
  - Community awareness about local substance misuse problems
  - Existing efforts to address those problems

Readiness Examples:
- Knowledge of the substance misuse issue
- Availability of local resources
- Support of local leadership
- Community attitudes on addressing the issues
- Assessing barriers to participation in prevention efforts

Planning

Once the needs assessment phase is complete and the coalition has identified its priority prevention areas and risk factors, a plan is created to identify strategies and activities that address those needs. Prevention strategic plans include:

- Evidence based strategies that are effective in reducing substance use amongst youth and increase awareness of the issues. These strategies are "best fit" – they address the substance and risk factors and will work in this specific community.

- Measurable goals and objectives, several strategies that are ongoing and reinforce each other, and an evaluation plan to measure effectiveness of the strategies and whether goals were met.

- Engage the Media sector and additional sectors to collaborate on the planning phase and how they will collaborate in the coalitions plans.

- Use Media data to drive your strategies and activities.

Implementation

Once the priority areas are determined, a plan has been created, and all sectors have been engaged the coalition will determine its timeline to implement the strategies.

- Alternating day, night and weekend events will allow for broad community attendance at your events. Ask sectors for their input.

- Ensure all sectors and members are aware of your events. There has been communication though various tools; email, social media accounts, school e-blasts, town distribution. Ask sectors to promote events and initiatives through their channels.

- Keep track of your attendance and demographics for reporting purposes.

Evaluation

Collect data on your impact to share your success.

- Process data ensures the program was implemented as intended.

- Outcome data helps identify if selected strategies contributed to changes in risk factors and substance misuse.

  Refer to the Media data sources utilized in your needs assessment.

  Once you have the results from your data sources, create a presentation that displays your change over time on the goals and strategies you set during your needs assessment and planning phases.

  Identify the areas where you were successful and the areas that are still in need of further focus and intervention.

Cultural Competency

By considering culture at each step, planners can help to ensure that members of diverse population groups can actively participate in and benefit from prevention practices .

Describe how Media contribute to the role of cultural competency within your organization.

| Dive deeper into your data to identify sub-populations and health disparities. | Are there demographic changes happening in your community? Are there practices that can be adapted to be more culturally relevant? | Hold focus groups with different Media groups examples | Are sub-populations involved in planning, initiative implementation, and evaluation efforts? How are communications adapted to meet diverse population needs? |

Appendix B: Opportunities to Integrate Cultural Competency Across the SPF steps Chart

Sustainability

Sustainability is the capacity of a community to produce and maintain positive prevention outcomes over time. To maintain positive outcomes, communities will want to sustain an effective strategic planning process as well as those programs and practices that produced positive prevention results.

Describe how Media contributes to the sustainability of your organization.

Work toward partners owning prevention initiatives.

What training, technical assistance and resources do they need?

Identify sector champions to lead and generate enthusiasm.

Appendix C: How the SPF Contributes to Sustainability Chart

Shifting landscape of "Media"

- Media centers/Libraries are a prevention hub

- Social Media and Website development
    (Gives us more control of content design and delivery…more control comes with more responsibility.)

Do words matter to professionals?

- 516 mental health professionals read one of two vignettes and were asked to complete a questionnaire.

- The vignettes were the identical except in one the individual is referred to as a **substance abuser** and in the other they are referred to as an **individual with a substance use disorder.**

Kelly, JF, Dow, SJ, Westerhoff, C.*Int J Drug Policy* 2010. 21 (3) 202-207

Yes, words matter to professionals!

- Mental health professionals who read the vignette with the words "**substance abuser**" were more likely to agree that:
  - The person was culpable
  - Punitive measures should be taken

Kelly, JF, Dow, SJ, Westerhoff, C. *Int J Drug Policy* 2010. 21 (3) 202-207

Do words matter to the public?

- 314 lay persons were asked to provide recommendations for two individuals. One person is identified as a **substance abuser** and the other is identified as having a **substance use disorder**.

Kelly JF, Dow SJ, Westerhoff C. *J Drug Issues* 2009; 40(4):805–18.

Yes, words matter to the public!

"Substance Abusers"

- Recommended for punishment - benefit from a jail "wake up call"
- Perceived as a greater social threat
- Have a personality problem
- Should overcome problem without professional help

"People with Substance Use Disorders"

- Recommended for treatment or psychiatrist
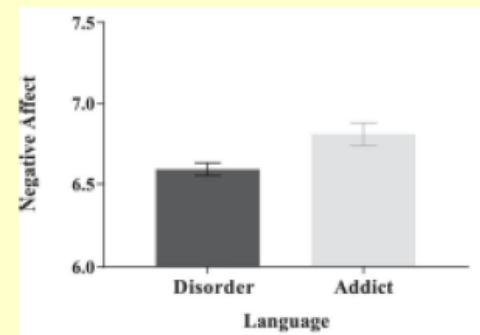- Have a problem that is related to genetics or chemical imbalance

Kelly JF, Dow SJ, Westerhoff C. *J Drug Issues* 2009; 40(4):805–18.
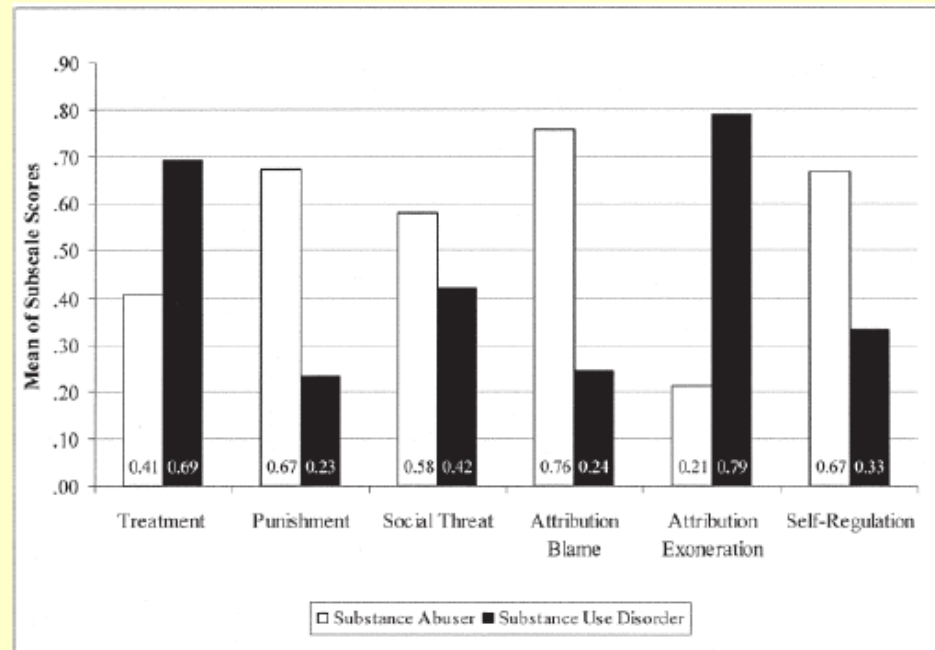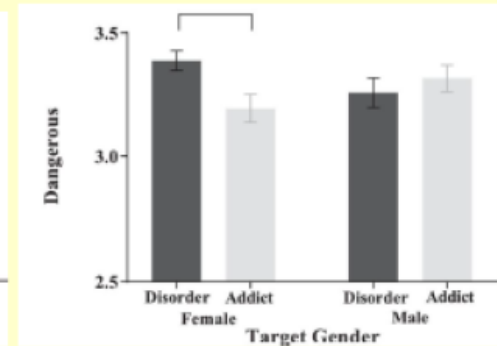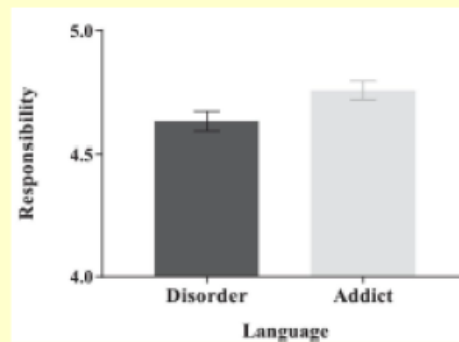
Do words matter to the public?

- 2,065 participants were presented with vignettes of individuals with an opioid addiction that differed on gender (male/female) and language **("drug addict" or "opioid use disorder")**

- Participants graded the individuals on **responsibility, dangerousness, and negative emotions**

Goodyear, K., Haass-Koffler, C. L., & Chavanne, D. *Dependence*, 2017, 339–346.

Yes, words matter to the public!

- "**Addicts**" were **more responsible** for their condition
- "**Addicts**" were rated with more **negative emotions** of anger
- Male "**addicts**" were more dangerous than males with "opioid use disorders"
  - Male "**addicts**" were rated with the most negative emotion

Goodyear, K., Haass-Koffler, C. L., & Chavanne, D. *Dependence*, 2017, 339–346.

Stigmatic Language

Language Without Stigma

- People First Language

- Recovery-Oriented Language

West Hartford Prevention Week 2019

Dopesick by Beth Macy
Book Discussion at Conard High School
Monday, May 13, 2019
7:00 - 8:30 PM

Facilitated by:

Ken Plourd: *The Institute for Community Research, West Hartford Prevention Partnership*

Maureen Plourd: *Library Media Specialist, Newington High School*

Coalition Shared Experience & Speakers

- Elizabeth Jadovich, BA – Former Youth Peer Advocate for West Hartford Prevention Partnership (WHPP)

- Michael Awad, PhD. – Coordinator for New Haven Prevention Council (NHPC)

- Lisa Mason, MA, CPS - TTASC

Elizabeth Jadovich

- Institute for Community Research
- Youth Peer Advocate for West Hartford Prevention Partnership (2019-2020)
- Trinity College (Graduated 2020)
- Senior thesis on the effect of media on vaping in young adults

West Hartford Prevention Partnership

- Coalition Website
- Blogs on substance use and mental health
- Student Survey Data
- Media and Information on vaping and substance use
- Archive of vaping and substance use news articles and current events
- Community, statewide and national resources/programs for substance use prevention and mental health promotion
- Social Media
- Communicate with community about upcoming events
- Share articles, information and other resources with community members

SECTOR LEVELS OF INVOLVEMENT

No Involvement → Networking → Cooperation → Coordination → Collaboration
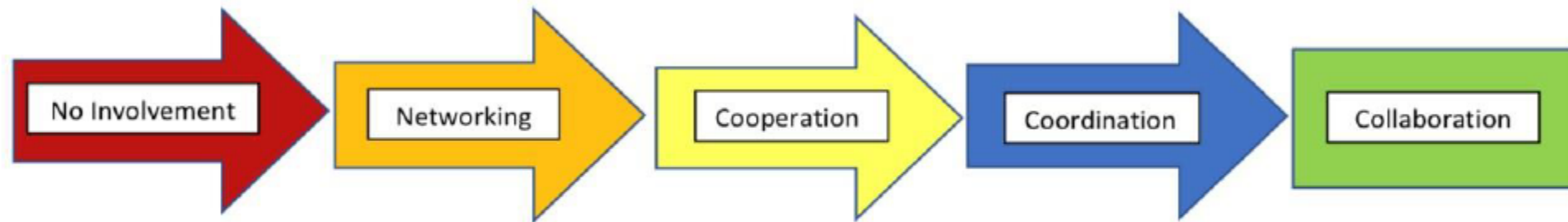
Potential community partners will have varying levels of interest and/or availability to participate in prevention efforts. Some may be willing to help out with specific tasks, while others may be willing to take on leadership roles. Some participation options for prevention stakeholders are included below.

- **No involvement**: Stakeholders engage in separate activities, strategies, and policies. For example, "You do your thing, we'll do ours."

- **Networking**: Stakeholders share what they are doing during interagency meetings. They talk about community issues in which they all have a stake or communicate about existing programs, activities, or services. For example, "Let's talk and share information."

- **Cooperation**: Stakeholders publicize one another's programs in agency newsletters, write letters in support of one another's grant applications, co-sponsor trainings or professional development activities, and/or exchange such resources as technology expertise or meeting space. For example, "I'll support your program, and you'll support mine."

- **Coordination**: Stakeholders serve together on event planning committees and community boards or implement programs and services together. For example, "Let's partner on an event."

- **Collaboration:** Stakeholders create formal agreements (e.g., memoranda of understanding or contracts). They develop common data collection systems; partner on joint fundraising efforts; pool fiscal or human resources; and create common workforce training systems. For example, "Let's work together on a comprehensive plan to address the issue. After all, our missions overlap."

- **Discuss how the Media sector can be engaged in each of these levels of involvement.** Levels of Engagement Tool provided at the end of this presentation.

Poll # 2 What level of involvement would you place the Media sector in your prevention work?

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Engaging the Sector

Included below are different ways to encourage Media representatives who are already engaged to get more involved in prevention efforts:

The following list includes some of the ways to approach people and organizations in the community with information about, and invitations to participate in, prevention efforts:

- Invite members of the media to attend and speak at community meetings and events

- Leverage media knowledge of communication strategies and to elevate event promotion and messaging

- Host media based focus groups on substance use prevention initiatives and for their insight on current trends

- Ask for their insight on policy provisions

- Seek to set schedule for media that contemplates other time commitments

- Share ideas of media with the coalition and other sectors to interconnect them

- Anticipate and overcome roadblocks

- Extend invitations to attend and speak at future prevention events and activities

- Maintain relationships by keeping stakeholders informed of prevention activities and progress made

- Plan on a consistent schedule for meetings and activities

- Extend an invitation to attend a prevention team or task force meeting

- Utilize existing or create new opportunities for Media to engage youth

- Other

Barriers To Engagement

Some common barriers include:

- Competition or turf issues

- Challenged history between local agencies or with the community

- Availability of members of the Media sector to actively participate

- Poor links to the community

- Minimal organizational capacity

- Funding

- Recruiting and sustaining Media participation over time

- Other

Poll Question #3:
What are some of the common barriers to engagement with the
Media sector that you have experienced?

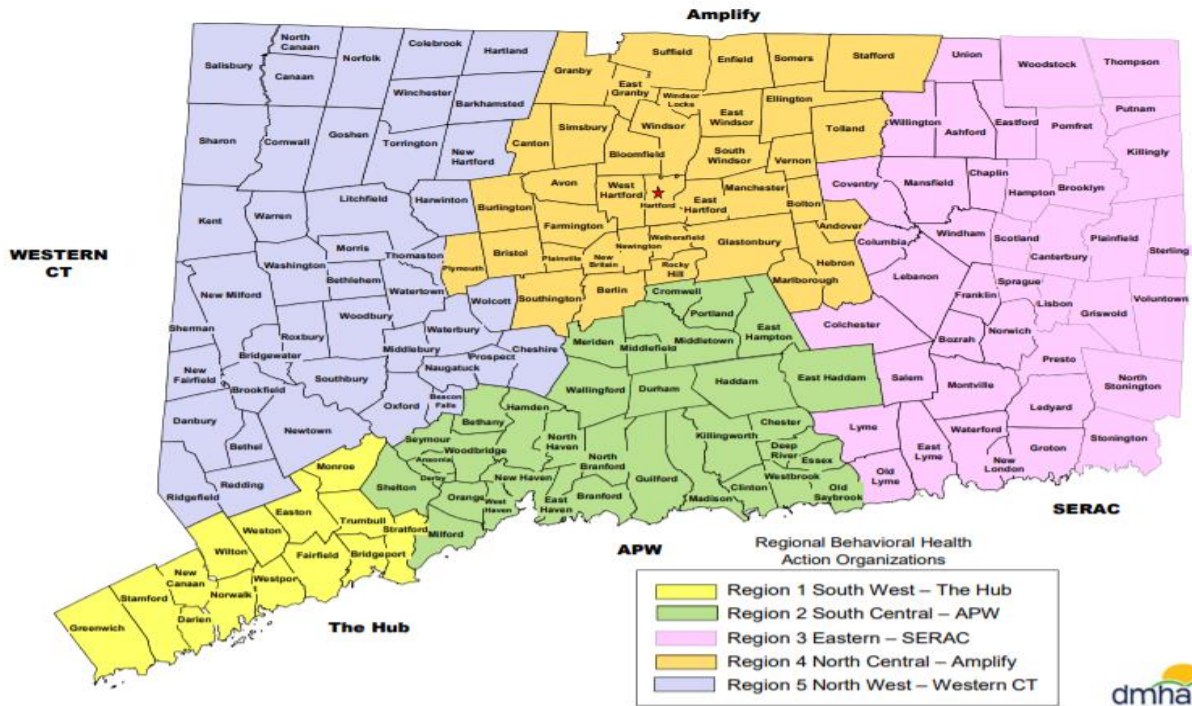# Regional Behavioral Health Action Organizations

https://www.thehubct.org/   https://www.apw-ct.org/   https://www.seracct.org/   https://amplifyct.org/   https://www.wctcoalition.org/

Appendix A:

Levels of Collaboration Tool

Levels of Collaboration Scale

(From Frey, B.B., Lohmeier, J.H., Lee, S.W., & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation, 27,* 3, 383-392.)

This form is designed for those who work in one of the organizations or programs that are partners in the _____. Please review these descriptions of different levels of collaboration.

- On the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- Using the scale provided, please indicate the extent to which you **currently** interact with each other partner. (Skip your own row.)

	Five Levels of Collaboration and Their Characteristics				
	Networking 1	**Cooperation** 2	**Coordination** 3	**Coalition** 4	**Collaboration** 5
Relationship Characteristics	-Aware of organization -Loosely defined roles -Little communication -All decisions are made independently	-Provide information to each other - Somewhat defined roles -Formal communication -All decisions are made independently	-Share information and resources -Defined roles -Frequent communication -Some shared decision making	-Share ideas -Share resources -Frequent and prioritized communication -All members have a vote in decision making	-Members belong to one system -Frequent communication is characterized by mutual trust -Consensus is reached on all decisions

Partners	No Interaction at All	Networking	Cooperation	Coordination	Coalition	Collaboration
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5
	0	1	2	3	4	5

SPF Step	Opportunities to Integrate Cultural Competence
Assessment	• Take steps to identify those sub-populations who are vulnerable to behavioral health disparities and the disparities that they experience. • Identify data gaps and take efforts to fill them. • Develop plans to share and solicit input about assessment findings with members of these sub-populations, and describe these findings using terms and phrases that are devoid of jargon.
Capacity	• Build the knowledge, resources, and readiness of prevention practitioners and community members to address disparities, as well as to provide culturally and linguistically appropriate services. • Make sure that practitioners understand the role of cultural competence in their work, overall, and the unique needs of those sub-populations experiencing disparities. • Develop new partnerships that will help engage members of these groups in prevention planning efforts.
Planning	• Make community representation in the planning process a priority. • Involve members of the focus population as active participants and decision-makers. • Identify and prioritize factors associated with disparities. • Develop logic models that include a reduction in health disparities as a long-term outcome. • Incorporate effective prevention programs and practices that have been developed for and evaluated with an audience similar to the focus population. • If and when misunderstandings arise, be persistent in keeping communication lines open.
Implementation	• Implement prevention programs that target populations experiencing behavioral health disparities. • Involve members of these groups in the design and delivery of those programs. • Understand that people may choose to participate in different ways and that they may also have different learning styles. • Adapt and/or tailor evidence-based practices to be more culturally relevant. For example, create an in-person version of a training that was originally designed to be delivered virtually so that it is accessible to audiences with limited online access.
Evaluation	• Conduct process and outcome evaluations to demonstrate whether selected programs and practices are having the intended impact on identified disparities. • Track all adaptations. • Allocate the evaluation resources needed to learn whether the interventions you selected are having the intended impact on the behavioral health disparities you are hoping to reduce. • Conduct follow-up interviews with program participants to better understand program evaluation findings.
Sustainability (Guiding Principle)	• Engage partners who represent and work with sub-populations experiencing behavioral health disparities in your sustainability planning efforts. • Sustain processes that have successfully engaged members of these populations. • Sustain programs that produce positive outcomes for these populations.

A Guide to SAMHSA's Strategic Prevention Framework. 2019

SPF Step	How the SPF Contributes to Sustainability
Assessment	◆ During assessment, practitioners begin making decisions based on a clear understanding of local prevention needs. They also begin building relationships with data keepers and stakeholders who can play important roles in supporting and sustaining local prevention efforts over time.
Capacity	◆ Intentional capacity building at all levels helps to ensure that successful programs are sustained within a larger community context, and therefore less vulnerable to local budgetary and political fluctuations. ◆ Effective capacity building increases an organization's or community's ability to respond to changing issues with innovative solutions. ◆ Building capacity also involves promoting public awareness and support for evidence-based prevention, and engaging partners and cultivating champions who will be vital to the success—and sustainability—of local prevention efforts.
Planning	◆ When developing a comprehensive approach to preventing substance misuse, communities should consider the degree to which prevention interventions fit with local needs, capacity, and culture: the better the fit, the more likely interventions are to be both successful and sustainable.
Implementation	◆ By working closely with community partners to deliver evidence-based programs and practices as intended, closely monitoring and improving their delivery, and celebrating "small wins" along the way, planners help to ensure their effectiveness and begin to weave prevention into the fabric of the community.
Evaluation	◆ Through process and outcome evaluation, communities can make important mid-course corrections to prevention efforts, identify which practices are worth expanding and/or sustaining, and examine ongoing plans for—and progress toward—sustaining those practices that work. ◆ By sharing evaluation findings, planners can also help build the support needed to expand and sustain effective interventions.
Cultural Competence (Guiding Principle)	◆ To ensure that prevention practices produce positive outcomes for members of diverse population groups, communities must engage in an inclusive and culturally appropriate approach to identifying and addressing their substance misuse problems. ◆ Culturally competent prevention is the only type of prevention worth doing—and sustaining.

Appendix C

How the SPF Contributes to Sustainability

A Guide to SAMHSA's Strategic Prevention Framework. 2019

Discussion Q&A

How to access tools on the TTASC Website: https://preventiontrainingcenter.org/

Feedback link on this session:

Save the Date

April 7th Cultural Competency Event (NE PTTC and TTASC)

You tube link to all Sectors: https://www.youtube.com/channel/UCHROCgAU6PaUmofYI3yx2uA

Ken Plourd: plourd@xsector.com

Media Resources

- Changing the Narrative Overdose Crisis Reporting Style Guide www.changingthenarrative.news/style-guide

- Connecticut Clearinghouse www.ctclearinghouse.org

- Connecticut Department of Children and Families www.ct.gov/dcf

- Connecticut Department of Mental Health and Addiction Services www.ct.gov/dmhas

- Connecticut Department of Public Health www.ct.gov/dph

- Four Facts every journalist should know when covering the opioid epidemic. Feder, Krawczyk. Columbia Journalism Review www.cjr.org/united_states_project/opioid-journalist-advice.php

- The Governor's Prevention Partnership www.preventionworksct.org

- Language Matters (CT Alcohol and Drug Policy Council) www.drugfreect.org/treatment-and-recovery/