



FUNDAMENTALS OF THE PREVENTION FIELD

PREVENTION 101

1

DEFINE

Define concepts surrounding basic prevention work and its place in healthy communities.

2

UNDERSTAND.

Understand youth-focused and trauma informed prevention.

3

CORRELATE

Understand the correlation of risk & protective factors, how they affect substance use development.

4

INCORPORATE

Incorporate the use of evidence-based strategies using the levels of prevention & the Socio-Ecological Model.

5

DISCUSS

Discuss ways in which you can apply these strategies to the communities you live and work within.

COURSE OBJECTIVES

WHAT IS PREVENTION?

Prevention is:

- Trauma-Informed
- Risk Factor Conscience
- Youth Positive
- Evidence-Based

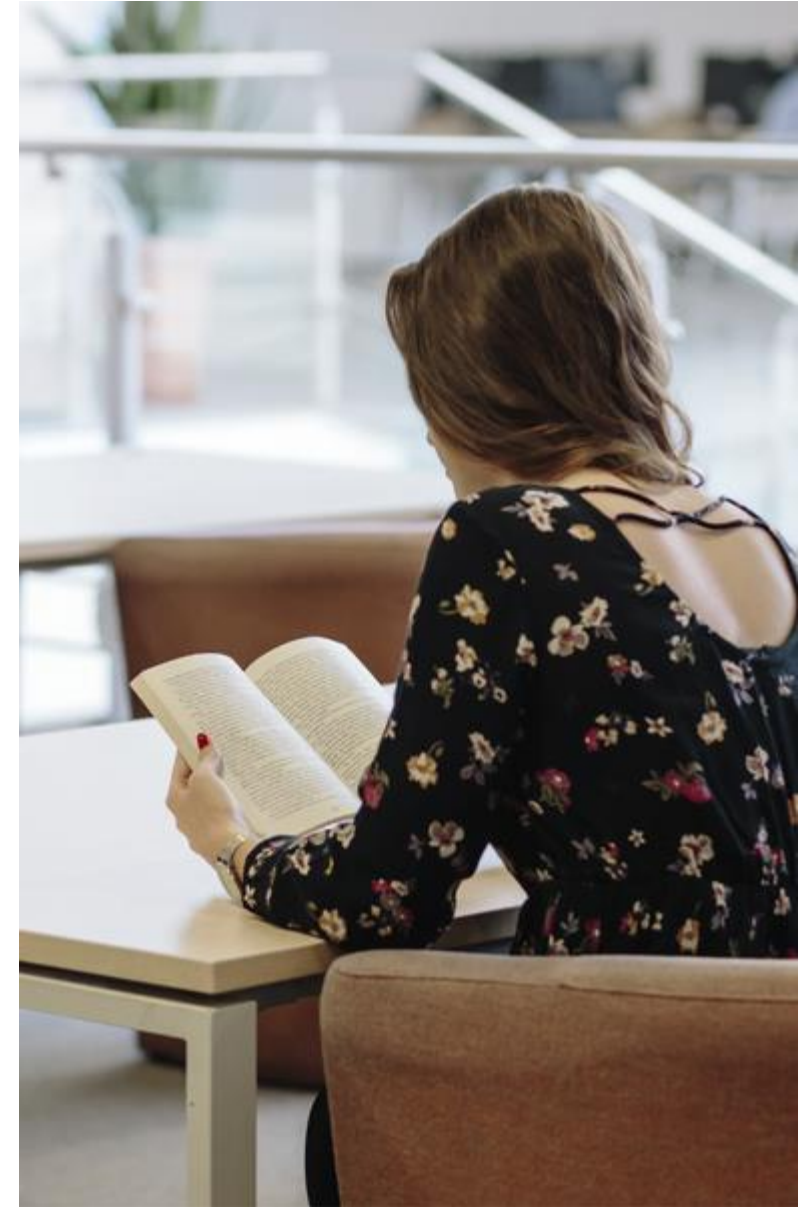


TRAUMA INFORMED

Strives to understand the whole of an individual or group seeking services.

Trauma affects the whole an individual's sense of self, belief about the world and their sense about other people and their relationships with them.

Trauma can directly impact an individual's ability or motivation to connect with and utilize support services, their likelihood of developing risk factors that affect their developmental outcomes and how they interact within their community.





TAKING A TRAUMA-INFORMED APPROACH

REALIZE

RECOGNIZE

RESPOND

RESIST





KEY PRINCIPLES OF BEING A TRAUMA-INFORMED PROFESSIONAL

Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment

Historical, Cultural & Gender Issues

COURSE PROGRESS

Lesson 1. Trauma-Informed Prevention

Lesson 2. Risk Factor Consciousness

Lesson 3. Youth Positive Prevention

Lesson 4. Evidence-Based Strategies

Lesson 5. How Do We Support Our Communities?



WHAT ARE RISK FACTORS?

- Risk factors are a type of correlate which are associated with an increased probability of an outcome, most often an unpleasant one.



- The defining characteristics of a risk factor are:
 - They precede an outcome; one that is usually undesirable or unpleasant.
 - They divide your target population into high and low risk categories.

POSSIBLE RISK FACTORS

Homelessness

Poverty

Negative beliefs, values and attitude

Association with individuals and groups who engage in substance use and other risky behaviors (theft, bullying, violence, unsafe sexual practices, etc)

Low self-esteem

Unstable relationship with parents and other family.





PROTECTIVE FACTORS

COUNTERING RISK FACTORS

Characteristics associated with a lower likelihood of detrimental behaviors developing and reduce a risk factor's impact on the individual or community.

Builds individual and in turn community resiliency

Assists people in being able to effectively deal with stressful situations and mitigate possible risk factors that may develop across their lifespan.

POSSIBLE PROTECTIVE FACTORS



Strong and supportive social systems

Parental supervision and strong parenting skills

Positive self-esteem

Strong conflict resolution skills

Good physical, mental and emotional health

Policy in place that supports Drug-Free spaces and prevention education/initiatives.

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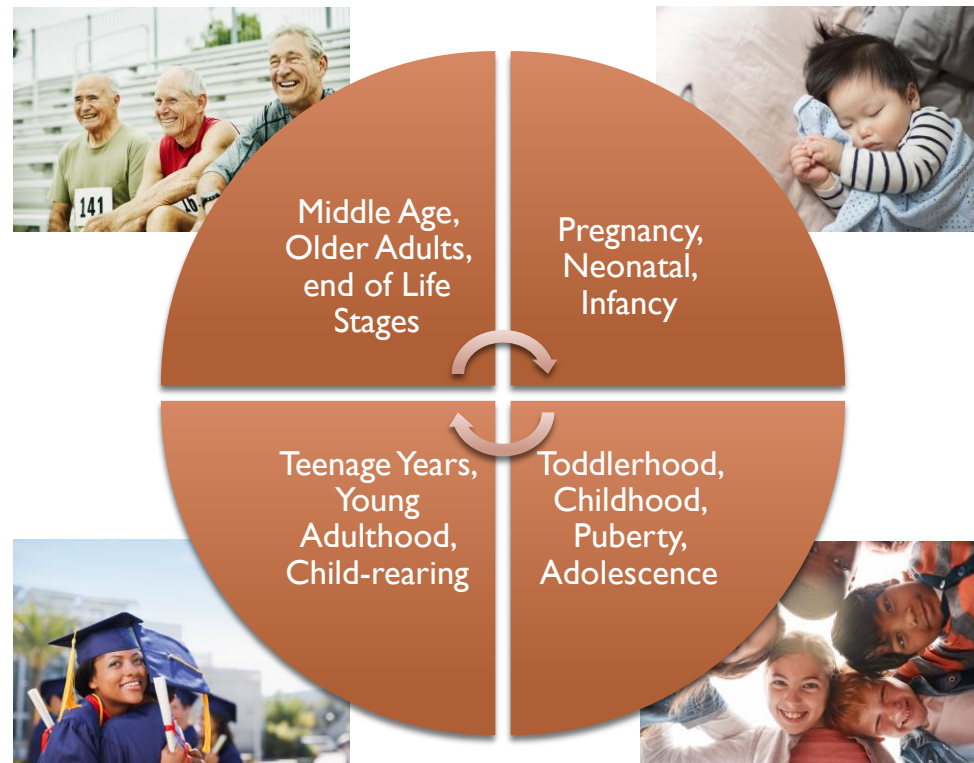
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PREVENTION ACROSS THE LIFESPAN

POLL: At what stage of the lifespan should we begin prevention efforts? Why?





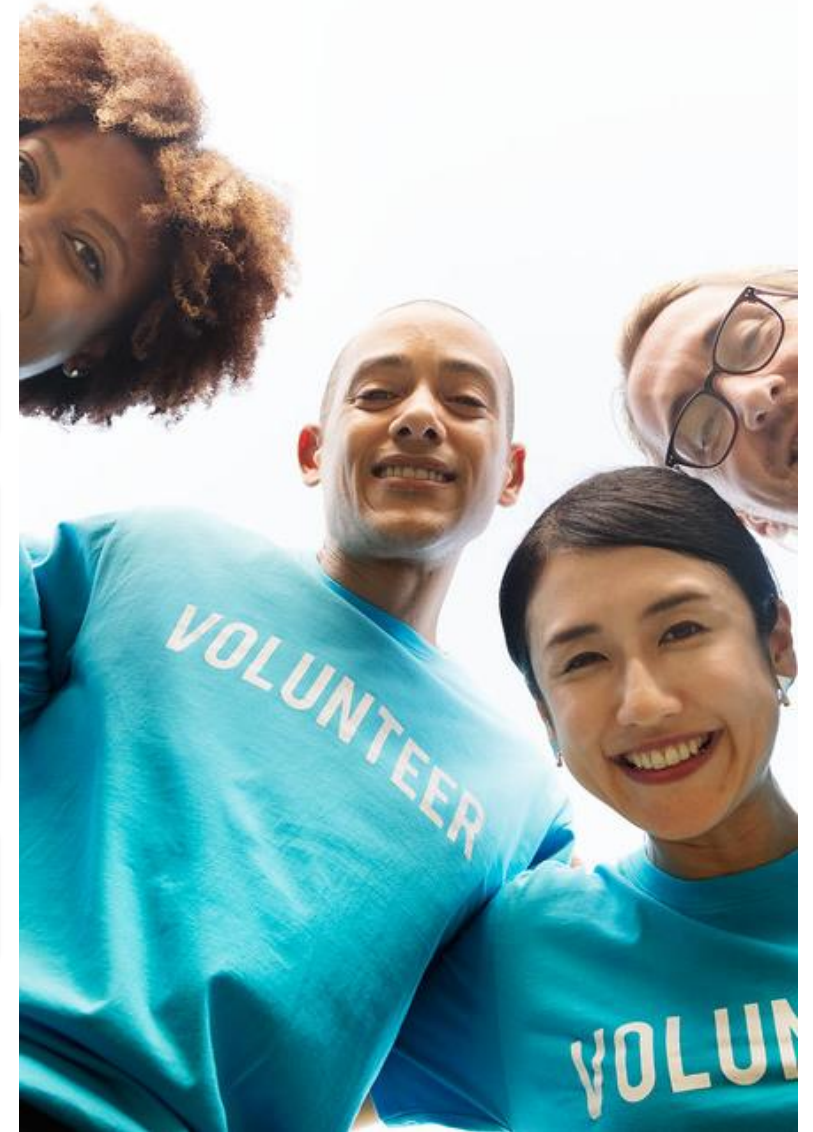
IMPROVING YOUTH OUTCOMES

Understanding trauma-informed prevention, including generational trauma and potential abused passed through the lifespan.

Understanding risk factors in the community and individual which increase the likelihood of substance use.

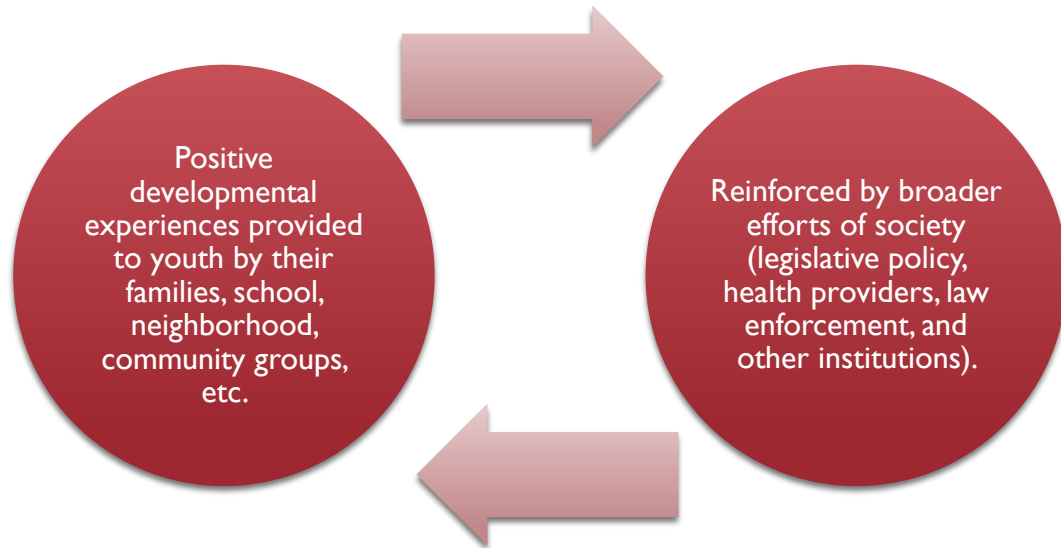
Increase prevention education in the community, schools, and the family.

What ways do you think we can increase our outcomes as we try to prevent and/or reduce youth substance use outcomes?

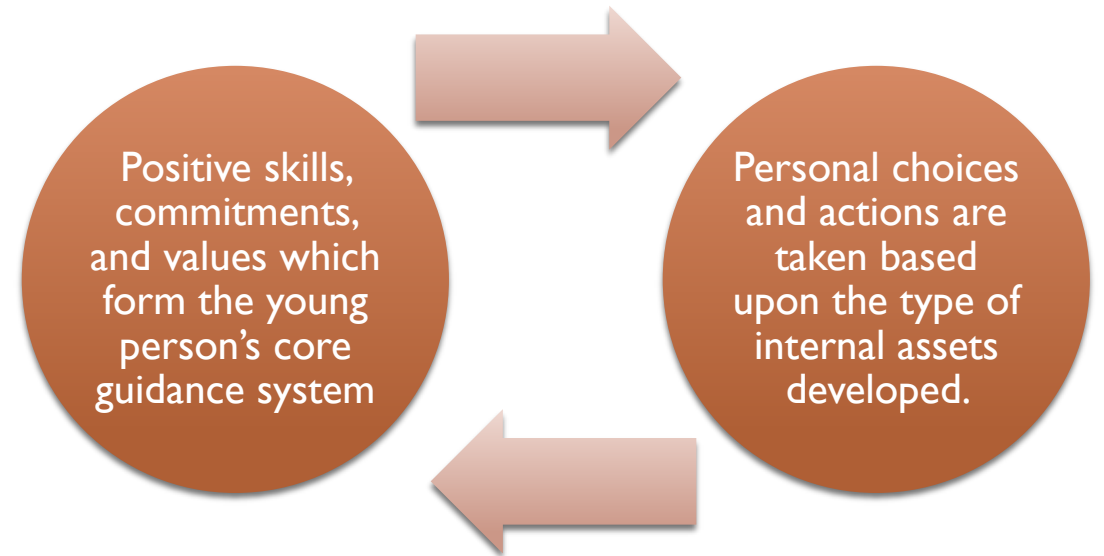


UNDERSTANDING YOUTH DEVELOPMENT: DEVELOPMENTAL ASSETS

External Assets



Internal Assets



EXTERNAL ASSETS



Support



Empowerment



Boundaries &
Expectations



Constructive Use of Time

INTERNAL ASSETS



Commitment to Learning



Positive Values



Social Competencies



Positive Identity

DEVELOPMENTAL
ASSETS

SUBCATEGORIES



INDICATORS OF THRIVING YOUTH

Academic success

Resists dangerous situations

Leadership qualities

Control over impulsive behavior

Ability to overcome adversity and build resiliency

Maintains personal health

Values diversity

Willingness to assist others



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WHAT ARE EVIDENCE-BASED STRATEGIES?

Evidence Based Prevention Strategies have been evaluated and demonstrated to be effective in preventing health problems based upon the best-available research evidence.

The Strategies have been implemented several times over in various contexts to confirm that their implementation leads to the desired outcome.

SOCIO-ECOLOGICAL MODEL

People interact with and are impacted by different social groups or environments

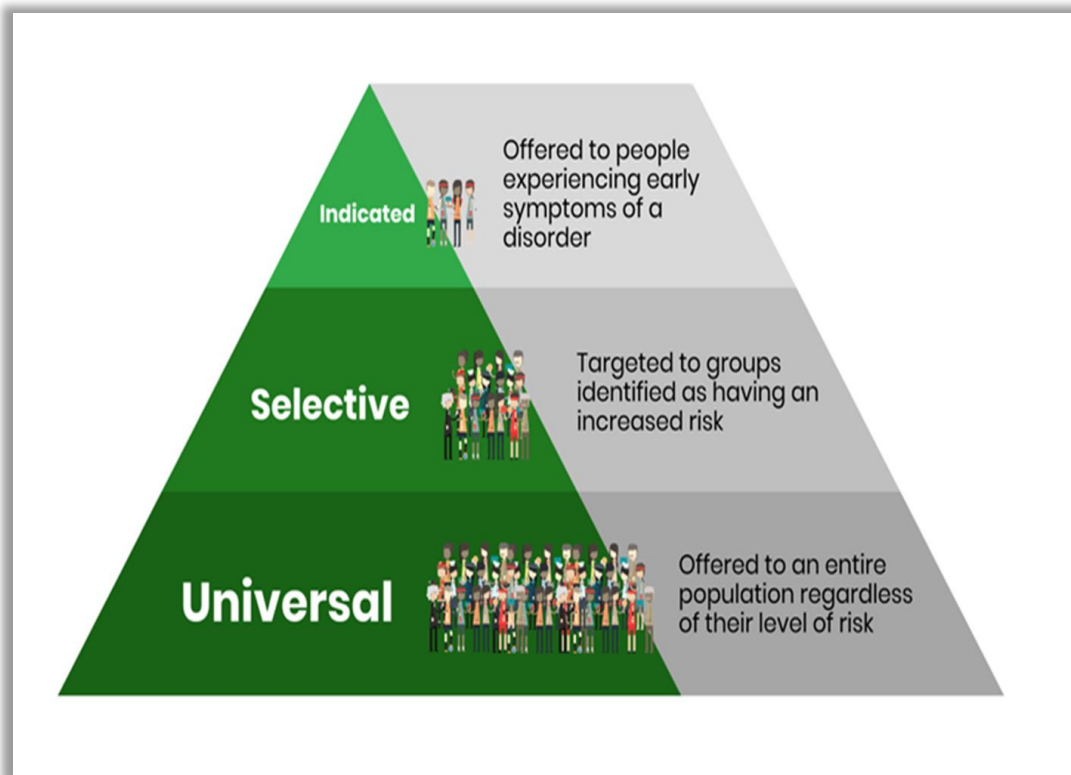
Each level in the socio-ecological model has the capacity to influence healthy and risk-taking behaviors

- **Individual** – Biological & Physical
- **Relationship** – Family, Caregivers, Friends, Teachers, Coaches, etc.
- **Community** – School, Neighborhood etc.
- **Society** – Laws, Policies, Norms, etc.

Effective prevention programs target RF & PF at one or more of these levels. Comprehensive prevention initiatives consider how prevention strategies reinforce each other.



LEVELS OF PREVENTION & APPLYING PREVENTION STRATEGIES



Universal Indirect

- Distributing a parenting guide about talking to kids about alcohol or tobacco

Universal Direct

- Social marketing campaign to encourage parents to set clear rules on substance use.

Selective

- Facilitate group for teens exhibiting risk factors which may increase likelihood of substance misuse.

Indicated

- Administer SBIRT – Screening, Brief Intervention and Referral Treatment to person who test positive for substance misuse.

Possible Community Prevention Strategies

Provide information on substance use risk and promote cessation services through:

- Social Media & Social Marketing Campaigns
- Community forums and other trainings
- Community health fairs and other events
- Write op-ed articles in local newspaper
- Ask community partners to share information (health department, library, schools, etc.)

Conduct tobacco/ENDS merchant training to increase compliance with tobacco/alcohol sales laws

Partner with police department to conduct merchant compliance checks and recognize merchants who pass compliance checks. Offer training prior to checks and to those who do not pass.

Review public/school policy pertaining to substance use and misuse and include opportunities for intervention in order to reduce stigma

Offer tobacco/ENDS/opioid intervention and cessation groups

Prevention: What Can We Do About It?

Parents

- Be substance free; its never too late to quit
- Talk to your kids about why vapes/ENDS are unsafe
- Tell them you do not want them to use illicit drugs, alcohol, tobacco, vapes or cannabis
- Set clear rules that discourage substance use
- Safely store cannabis, alcohol, tobacco, and prescription drugs in the house if you have children

Schools

Administrators:

- Enforce policy: It is illegal to sell tobacco or vaping products to anyone under 21.
- 100% drug/tobacco free school and grounds polices: 24/7/365

Teachers:

- Watch for substance use and enforce school policies.
- Teach the hazards of substance use.
- Youth prevention education in schools should follow best practice recommendations

Communities

Implement evidence-based prevention strategies that are known to reduce substance use, including:

- Strong smoke-free laws and policies in public places
- Social marketing campaigns to increase perception of risk/harm
- Enforce the tobacco, alcohol and cannabis sale age to 21.
- Adopting tobacco-free/vape-free policies and promoting tobacco free lifestyles is still a best practice.

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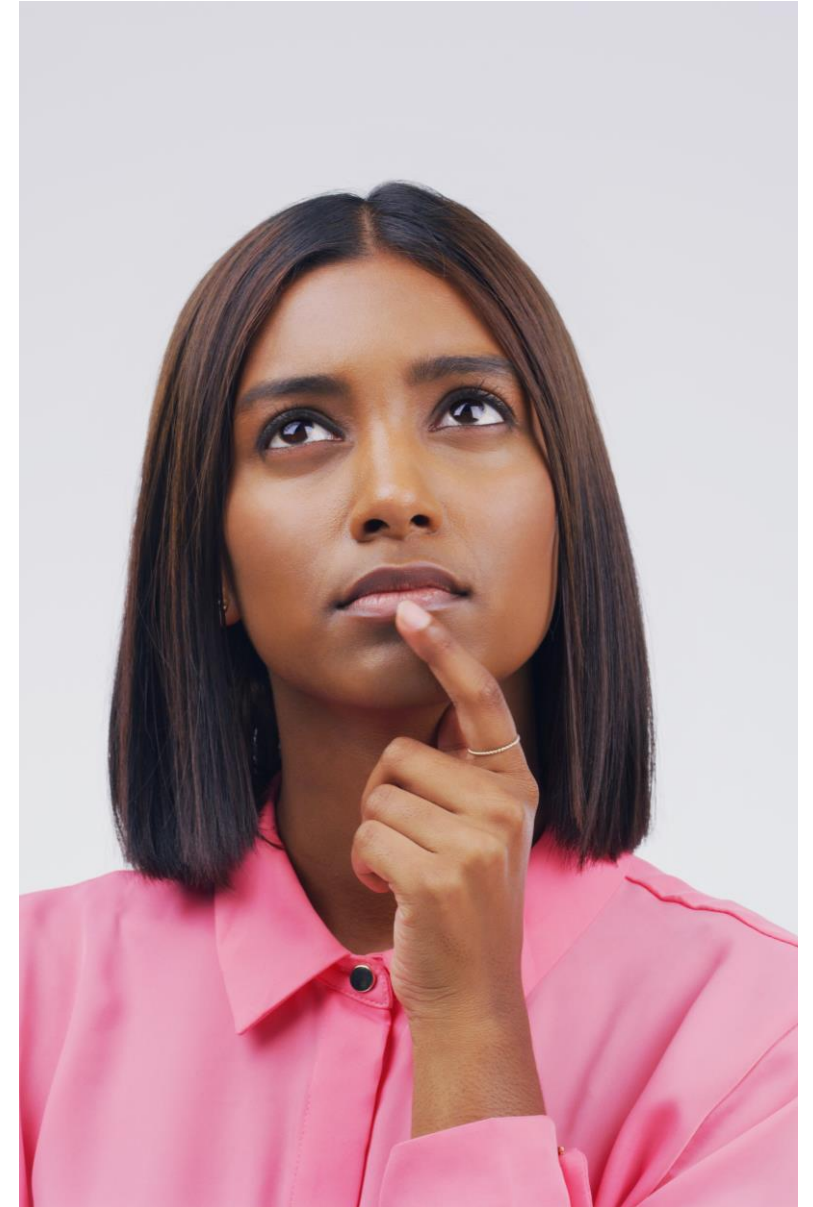
Lesson 5. How Do We Support Our Communities?





DISCUSS

- What are some current strategies that your organization or coalition is using in your prevention efforts?
- How did you effectively plan to use the strategies that you are currently employing?
- Do you believe that your strategies are working for the needs of your community, if not, what changes do YOU feel need to be made?



CLOSING REMARKS

Event Survey

<https://forms.gle/DPKrdXJNwFmVgwFG8>



Upcoming Events

May 23rd: Evidence-based Strategies – Law Enforcement

June: Ethics

July: Prevention 201 – Child Development and Harm Reduction

Continuing Education Credits

CEUs will be sent out to those who meet the attendance requirement of 75% in course time completion.

Please check your email and spam/junk mail for your certificate; they will be sent no later than Friday.



THANK YOU ATTENDING TODAY'S PRESENTATION! CONTINUING EDUCATION CREDIT CERTIFICATES WILL BE EMAILED TO ALL WHO MEET ATTENDANCE REQUIREMENTS.