

Using SPF to Drive Outcomes and Build Partners in Prevention

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Before we begin

- Some background about me:
 - Missouri Partners in Prevention is a statewide coalition of colleges and universities in Missouri
 - I am a staff member of the University of Missouri and part of MU's Student Health and Well-Being unit in Student Affairs
 - Missouri Partners in Prevention staff approach our work with dedication to cultural humility and we are consistently learning more about our work, ourselves, and the communities we serve

Missouri Partners in Prevention

- A statewide coalition composed of 24 institutions of higher education in Missouri and relevant state agencies to collaboratively develop strategies for promoting positive, healthy choices among Missouri's college students.
- Grant funded through statewide grant projects from the Missouri Department of Mental Health and Missouri Department of Transportation
- Coalition provides monthly networking and training
- Campuses are required to be compliant with Safe and Drug Free Schools biennial review and annual notification (through an annual review process)
- Campuses implement the Missouri Assessment of Collegiate Health Behaviors annual online survey
- Campuses are required to write a strategic plan to address key issues through a coalition framework, using the SPF, and Partners in Prevention provides funding.

Key Concepts in Prevention

Prevention should be:

- **Balanced**
 - Addressing students throughout the collegiate life-span from pre-matriculation to graduation
- **Comprehensive**
 - Addressing the critical health behaviors of students as intersectional
- **Evidence-Informed**
 - Relying on evidence-based strategies
- **Evaluated**
 - Does this work? Does it work for our campus?
- **A Shared Responsibility**
 - Responsibility for individual behavior is shared between the individual and the environment
 - All stakeholders within the environment need to share the responsibility for the condition of the environment

What does prevention mean?

	Prevention	Early Intervention	Response & Treatment
Goal	Stop problems from occurring by reducing risk factors and promoting protective factors	Intervene early in problem behavior	Crises response Long term treatment or adjudication

Key: Change the underlying conditions (in a population) that lead to the problem

These have a role in supporting prevention. Also known as secondary and tertiary prevention

Prevention Challenges

- Incorrectly assuming knowledge is sufficient to change behavior
- Focusing efforts solely at changing the individual
- Believing it is someone else's job
- Waiting until it is a problem
- Trivializing the problem
- Failing to provide proper dosage

Public Health Approach

*What is
the problem?*

**Define the
problem**

Surveillance

*What is
the cause?*

**Identify risk &
protective
factors**

Research causes/factors

*What works
& for whom?*

**Develop & test
prevention
strategies**

*Design Implement
Evaluate*

*How do
you do it?*

**Ensure
widespread
adoption**

*Promote & scale up effective
programs & policies*

Problem



Response



A few notes about the SPF

- Cultural competence → Cultural humility
- Can have some limitations
- Circular process
- Prevention is about incremental change
- Without data this is can be a frustrating process

Assessment

Identify local prevention needs based on data

Question to ask: What is the problem? What are the contributing factors?

Examples of activities:

- Review data from campus and community (survey, conduct data, etc)
- Hold focus groups, ask others on campus for coffee
- Identify priority areas of work
- Coalition meetings, conducting a SWOC analysis



Capacity

Building local resources and readiness to address prevention needs

Capacity is resources + readiness.

Question to ask: What do I have work with?

Activities include: Identifying colleagues on campus, asking those colleagues about their work, challenges, future aspirations; share available data; assemble a diverse team



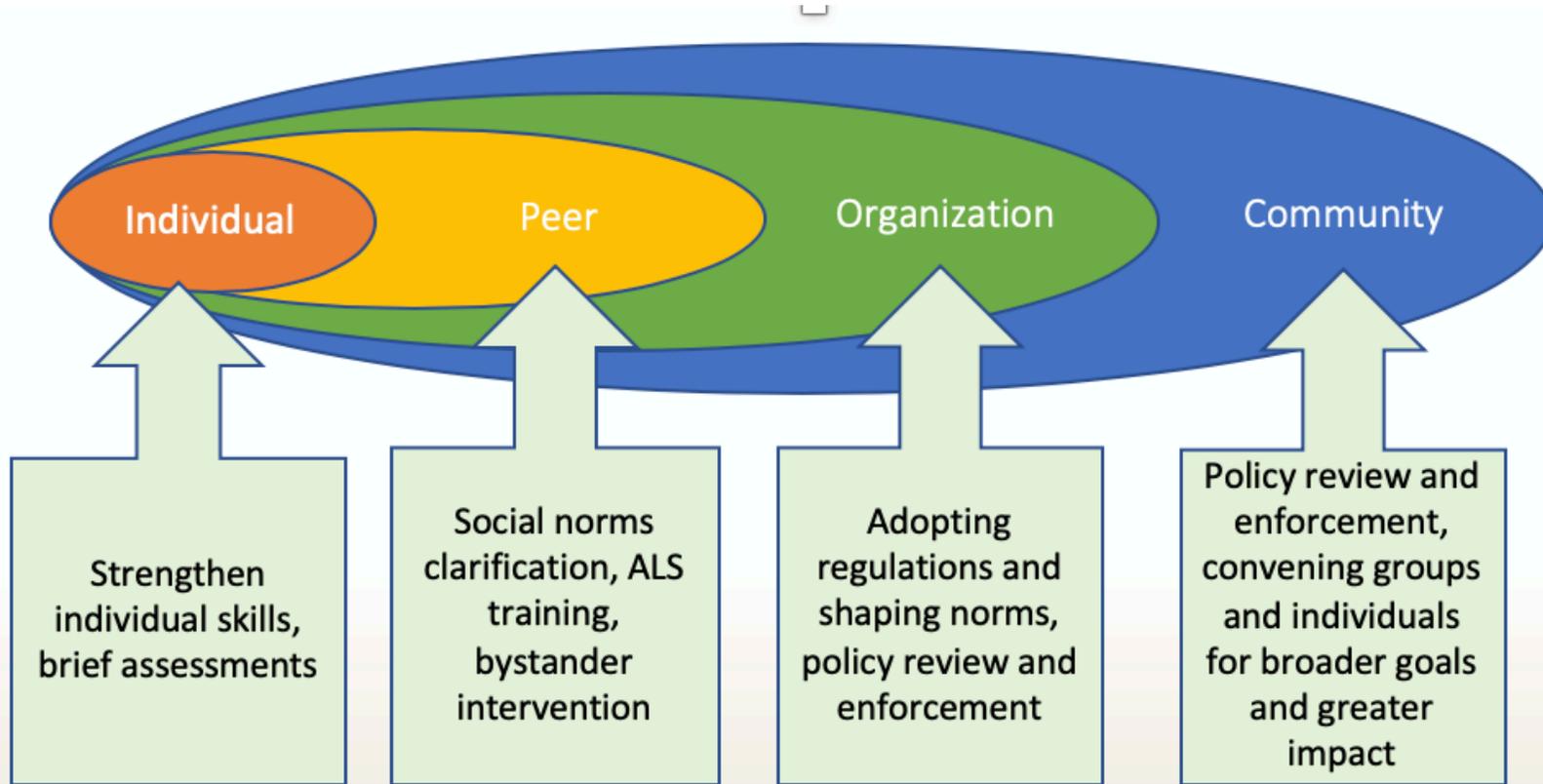
Planning

Find out what works to address prevention needs and how to do it well

Question to ask: Based on data and our capacity, what should we do know and how should we do it?

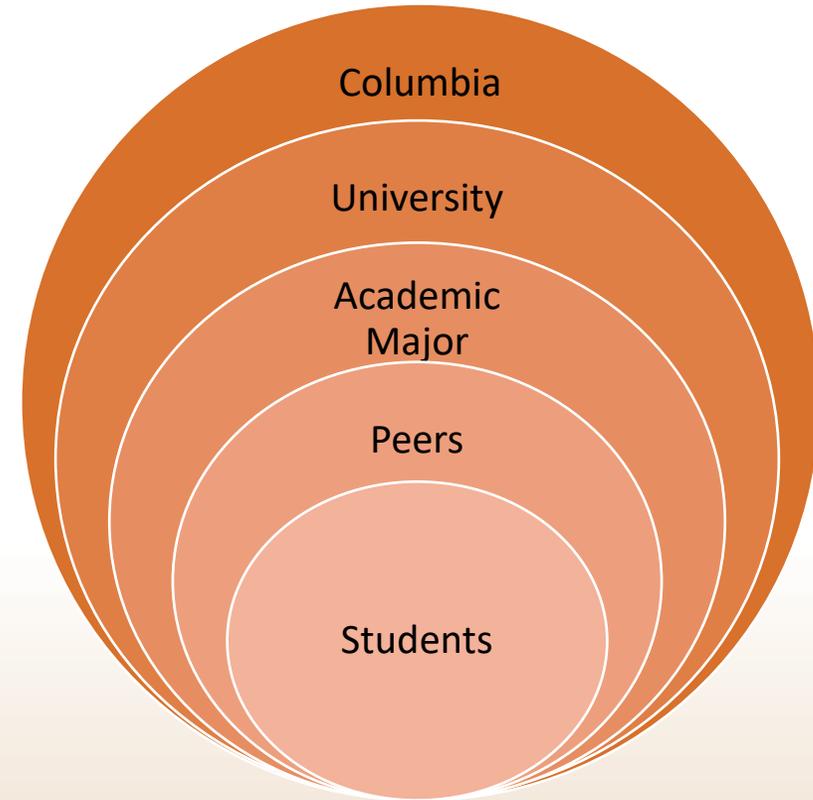
Activities: Strategic planning process, identifying strategies based on both scope and reach; setting deadlines; using evidence-based practices; identifying the literature





Theoretical Approaches

- Environmental level strategies
 - Environmental management
- Individual level strategies
 - Knowledge, attitudes, and behavioral intentions



Individual/Group Level Strategies

- Peer Education, small group social norms clarification
- Educational events and poster series
- Alcohol Skills Training Program
- BASICS
- On-line training



Environmental Level Strategies

- Alcohol-free options
- Limit alcohol availability
- Limit alcohol promotion
- Policy/law enforcement



Planning: Short Term and Long Term outcomes

Short term outcomes: have the most immediate effects and are closely related to the how well the intervention is implemented; connected to the risk and protective factors

Longer term outcomes: ultimate effects of the intervention; result from short-term positive outcomes

Athletes in the bystander education program will experience a 40% increase pre to post test in their ability to identify signs of an alcohol overdose

Student self-report of alcohol poisoning experience has decreased 10% in 5 years.



Implementation

Deliver evidence-based interventions as needed

Question to ask: How can I put the plan into action?



Evaluation

Examine the process and outcomes of interventions

Question to ask: Is my plan succeeding?

Success should be measured throughout implementation,
not just at the end of implementation.



Process and outcome evaluations

Process evaluations: document the implementation of a program or intervention (i.e number of presentations given, students attended etc)

More tied to short term outcomes

Outcome evaluation: the extent to which something changed, Increased, decreased, etc

More tied to long-term outcomes, but some short term outcomes may be related to short term outcomes



Cultural Humility

Those that we work with are the experts in their own culture, thought processes, experiences

We remain humble by allowing members of the community to help guide us in the process.

Requires a dedication to learning, growing, stretching, changing, and challenging.



Recommended Reading and Booklist

- <https://www.campusdrugprevention.gov/>
- https://pip.missouri.edu/docs/briefs/PIP_Reading_List.pdf

Partners in Prevention Book List



As an organization that serves institutions of higher education, Partners in Prevention is committed to life-long learning and the pursuit of knowledge. This book list was created by staff members and colleagues of PIP with recommendations on a variety of topics, though it is certainly not all-encompassing. This is a living document that will be updated as we learn and read more. Check your local library, support a local bookstore, or look for other ways to read or listen to these books!

Health-related Topics

Alcohol and Other Substance Use

- American Overdose: The Opioid Tragedy in Three Acts** by Chris McGreal
- Brief Alcohol Screening and Intervention for College Students (BASICS): A Harm Reduction Approach** by Linda A. Dimeff, John S. Baer, Daniel R. Kivlahan, and G. Alan Marlatt
- Dreamland: The True Tale of America's Opiate Epidemic** by Sam Quinones
- Dopesick: Dealers, Doctors, and the Drug Company that Addicted America** by Beth Macy
- Leadership in Drug and Alcohol Abuse Prevention** by David Anderson
- Motivational Interviewing, Third Edition: Helping People Change** by William R. Miller and Stephen Rollnick
- Talking with College Students about Alcohol: Motivational Strategies for Reducing Abuse** by Scott T. Walters and John S. Baer

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