

Taking Prevention to the Next Stage: Linking Research to Practice – The Universal Prevention Curriculum

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Advances in the Science of Prevention over the last 10 years

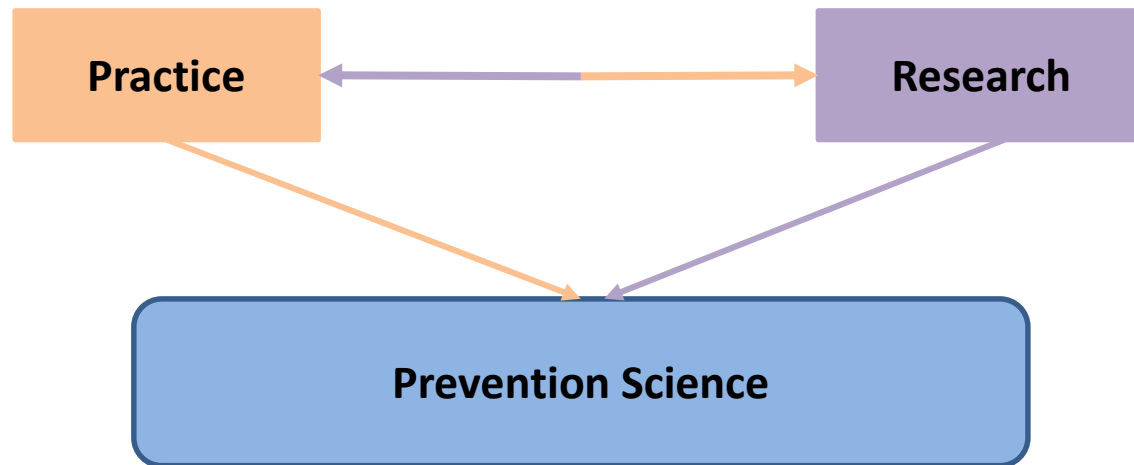
- Term 'science of prevention' in literature in 1993 (Coie, J.D., Watt, N.F., West, S.G. et al.)
- Establishment of the U. S. and EU Society for Prevention Research in 1991 and 2010
- Standards for the Science of Prevention in 2011
- European Quality Standards for Prevention in 2010 (EMCDDA)
- International Standards on Drug Use Prevention in 2012 (UNODC)
- Universal Prevention Curriculum in 2013-2017 (APSI and U.S. Department of State)

Defining Prevention Science

- Prevention science:
 - Identifies:
 - the determinants of behaviors that protect or put at risk the social, emotional, and physical health of individuals, families, communities;
 - the processes as to how these determinants operate; and,
 - the strategies that effectively intervene when trajectories are negative and reinforce those trajectories that are positive.
 - Is multi-disciplinary including the epidemiological, social, psychological, behavioral, medical, statistical, and neurobiological sciences

Sources: Standards of Knowledge for the Science of Prevention, Society for Prevention Research, 2011; APSI, 2019; National Prevention Science Coalition, 2019.

Prevention Science—Practice and Research

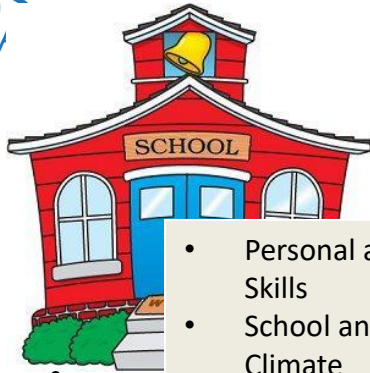


Prevention Science: Why Is It Important to Prevention Professionals?

- Prevention science provides the knowledge regarding:
 - Who is affected by the behavior of interest and what are their characteristics (e.g., gender, age, geographic location)
 - Who is vulnerable and what makes them vulnerable?
 - What are the consequences of these behaviors over time?
 - How do you intervene effectively with the individual or the environment to reduce the risk of initiation or continuation of these behaviors?

Prevention Professionals

Where are Our Substance Use Prevention Professionals?



- Personal and Social Skills
- School and Classroom Climate
- School Policies



Local, State, National laws and regulations

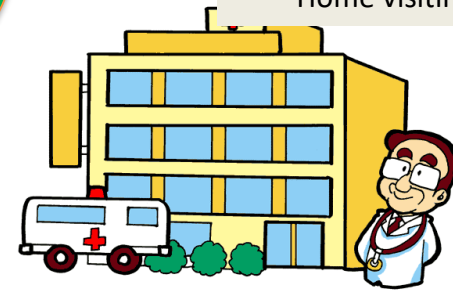


Parenting Skills



- Policies
- Climate
- Screening, Brief Intervention, and Referral to Treatment

YOU WILL FIND THEM ALL OVER THE PLACE



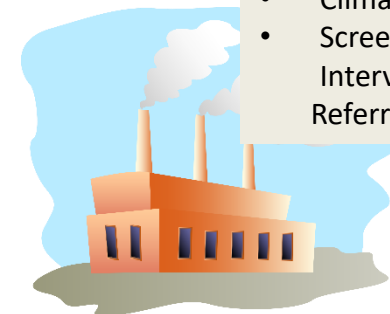
- Prenatal care
- Home visiting



Server training



Parenting Skills



- Policies
- Climate
- Screening, Brief Intervention, and Referral to Treatment

Prevention Interventions Are Often Invisible!

- **They may be called something else:** *e.g., parenting education, school policies on substance use, laws regarding age restrictions on access to tobacco or alcohol*
- **They may be called prevention but are ‘hidden’ within an organization:** *e.g., school-based substance use prevention curriculum, substance use as part of a workplace wellness program*

Substance Use Prevention Professionals

- May have other titles and other types of training such as education, social work, health education, nursing, law enforcement
- May not consider themselves prevention professionals

Four Groups of Prevention Professionals

- Prevention Professionals ‘on the ground’
 - Coordinators/decision makers/supervisors
 - Implementers
- Professionals from various disciplines who implement prevention programming but do not identify as prevention professionals
- New prevention professionals to the field
- Students

Professionals in Any Field Share:

Knowledge

Skills

Competencies

Integrity

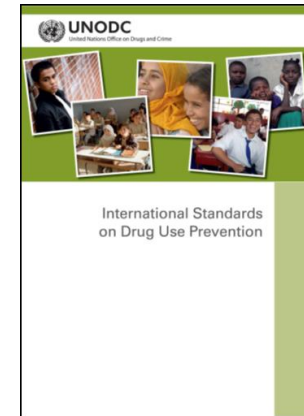
Ethics

Prevention Knowledge, Skills, Competencies, Integrity, Ethics

- International Standards for Drug Use Prevention
- International Certification & Reciprocity



- European Drug Prevention Quality Standards





Summary Including an Indication of Efficacy

Applied Prevention Science International

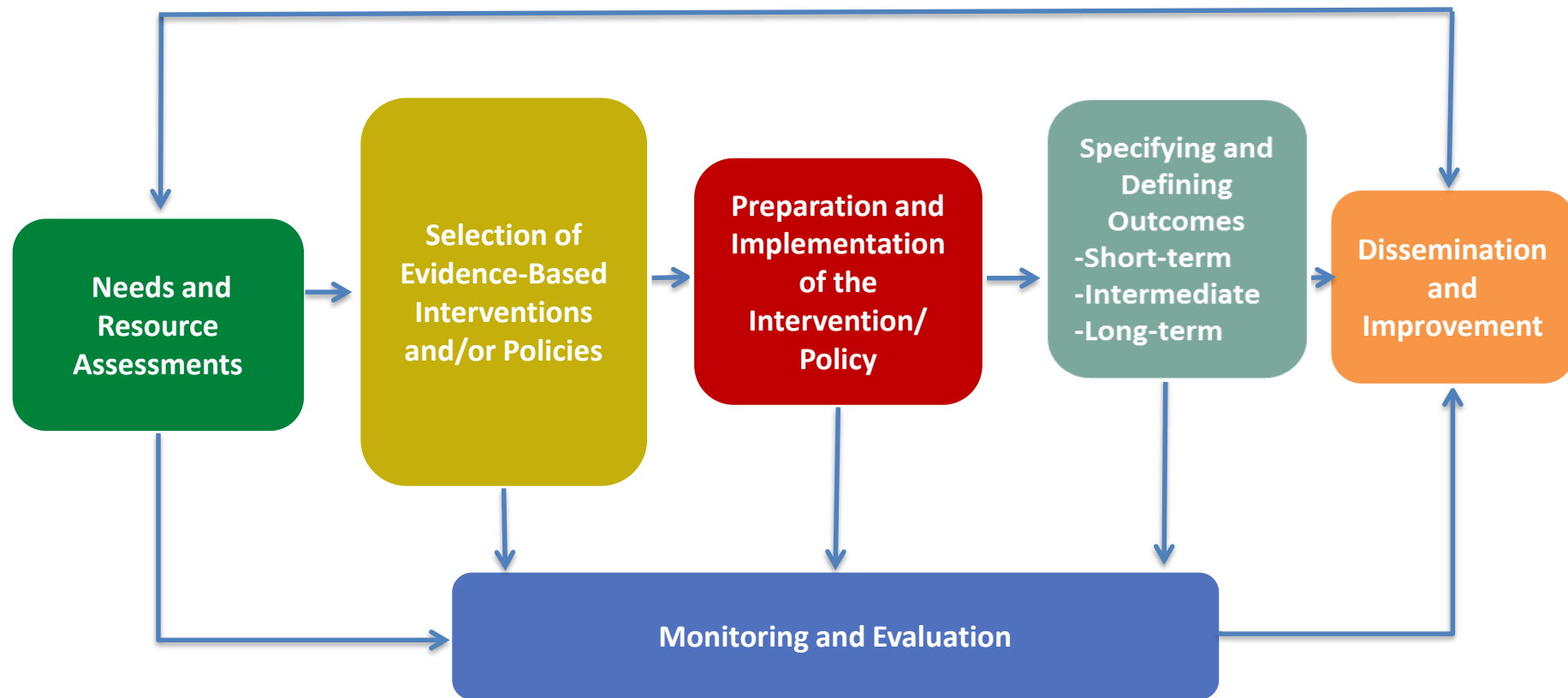
	Prenatal & infancy	Early childhood	Middle childhood	Early adolescence	Adolescence	Adulthood
Family	Prenatal infancy & visitation ★★		Parenting skills ★★★★			
	Interventions for pregnant women with substance abuse disorders ★					
School		Early childhood education ★★★★	Personal & social skills ★★★	Personal & social skills & social influences education ★★★		
			Classroom management ★★★		Addressing individual vulnerabilities ★★	
			Policies to keep children in school ★★	School policies & culture ★★		
				Alcohol & tobacco policies ★★★★★		
Community		Community-based multi-component initiatives ★★★				
				Media campaigns ★		
				Mentoring ★		
				Entertainment venues ★★		
Workplace					Workplace prevention ★★★	
Health sector				Brief intervention ★★★★		

IC&RC Domains

1. Planning and Evaluation
2. Prevention Education and Service Delivery
3. Communication
4. Community Organization
5. Public Policy and Environmental Change
6. Professional Growth and Responsibility

DOMAIN 1: PLANNING & EVALUATION		
TASK	UPC-COORDINATORS	UPC-IMPLEMENTERS
1. Determine community readiness for change	1-Introduction; 3-M & E; 9-Community	Core; 1-M&E; 7-Community
2. Identify methods for collecting data for px planning	1-Introduction; 3-M & E; 9-Community	Core; 1-M&E; 7-Community
3. Identify existing resources for community needs	1-Introduction; 3-M & E; 9-Community	Core; 1-M&E; 7-Community
4. Identify gaps in resources based on community conditions	1-Introduction; 3-M & E; 9-Community	Core; 1-M&E; 7-Community
5. Identify the target audience	1-Introduction; 3-M & E; 4-Family; 5-School; 6-Workplace; 7-Environment; 8-Media; 9-Community	Core; 1-M&E; 2-Family; 3-School; 4-Workplace; 5-Environment; 6-Media; 7-Community
6. Identify factors that place target audience at risk.	1-Introduction; 3-M & E; 4-Family; 5-School; 6-Workplace; 7-Environment; 8-Media; 9-Community	Core; 1-M&E; 2-Family; 3-School; 4-Workplace; 5-Environment; 6-Media; 7-Community
7. Identify factors that provide protection to the target audience	1-Introduction; 3-M & E; 4-Family; 5-School; 6-Workplace; 7-Environment; 8-Media; 9-Community	Core; 1-M&E; 2-Family; 3-School; 4-Workplace; 5-Environment; 6-Media; 7-Community
8. Determine priorities based on comprehensive community assessment	1-Introduction; 9-Community	Core; 7-Community
9. Develop a prevention plan based on research the theory that addresses needs and outcomes	1-Introduction; 3-M & E; 4-Family; 5-School; 6-Workplace; 7-Environment; 8-Media; 9-Community	Core; 1-M&E; 2-Family; 3-School; 4-Workplace; 5-Environment; 6-Media; 7-Community
10. Select prevention strategies, programs, and best practices to meet community needs	1-Introduction; 3-M & E; 4-Family; 5-School; 6-Workplace; 7-Environment; 8-Media; 9-Community	Core; 1-M&E; 2-Family; 3-School; 4-Workplace; 5-Environment; 6-Media; 7-Community

European Drug Prevention Quality Standards: Implementation Cycle: The Basic Components

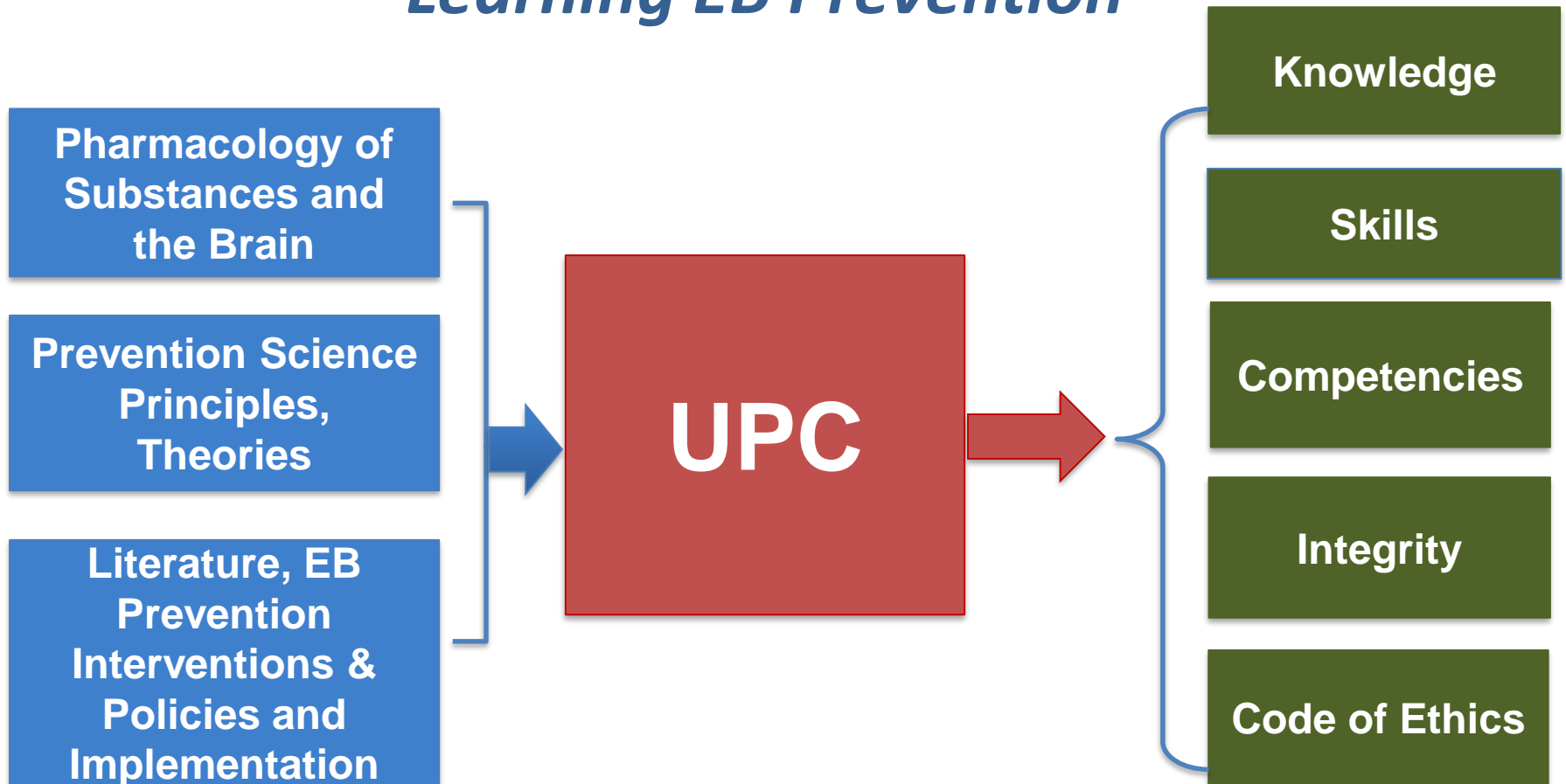


- The Universal Prevention Curriculum (UPC) draws from:
 - Prevention Science and Prevention Research,
 - IC&RC Tasks/Activities, and,
 - European Drug Prevention Quality Standards

Purposes of Universal Prevention Curriculum (UPC)

- Meet the current demand for an evidence-based curriculum for substance use prevention professionals-researchers, practitioners, policy makers
- Provide a curriculum for those professionals who may not 'label' themselves substance use prevention professionals but who are providing substance use prevention services
- Ensure that regionally- and nationally-based prevention professionals obtain consistent science-based-information and skills training
- Building an international prevention capacity through training, professionalizing, and expanding the substance use prevention workforce

Adapting Science to Practice: Learning EB Prevention



UPC Series for the Coordinator and Implementer

There are two UPC Series:

- UPC Coordinator Series is designed for prevention coordinators and decision-makers
- UPC Implementer Series is designed for prevention professionals who provide/deliver the evidence-based prevention interventions and policies

Key Elements of the UPC-Series

- Introduction to prevention science and application to prevention interventions
- Physiology and pharmacology of psychoactive substance use
- Uniform definition of prevention—UNODC
- Evidence-based prevention and the International Standards on Drug Use Prevention
- Prevention science as the foundation for UPC
- Critical themes (review in later slide)
- Implementation Cycle (adapted from EMCDDA EDQSP)

UPC Coordinator and Implementer Series Courses

(1/2)

- Introduction to Prevention Science
- Physiology and Pharmacology for Prevention Specialists
- Monitoring and Evaluation
- Family-Based Prevention Interventions
- School-Based Prevention Intervention
- Workplace-Based Prevention Intervention
- Environmental Prevention Interventions
- Media-Based Prevention Interventions
- Community-Based Implementation Systems

UPC Coordinator and Implementer Series Courses (2/2)

- Coordinator Series-4-5 days-Knowledge-Focused
- Implementer Series-6-15 days-Translation of Knowledge into Skills with Practica

UPC Helps Prevention Professionals to:

- Speak with one voice about evidence-based prevention interventions and policies
- Support comprehensive, integrated evidence-based prevention and policies that are **APPROPRIATE** for their communities, and,
- Plan, implement, monitor, and sustain these evidence-based prevention interventions and policies

Thank you
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