

Module 3

Introduction to the
Universal Prevention
Curriculum Series for Implementer

Critical Themes of the Universal Prevention
Curriculum Series for Implementers



Definition of Prevention

- Prevention is the application of prevention science to address the health and safety of individuals through improving socialization and socialization processes to enhance self-realization and participation in society.

Critical Themes of the Universal Prevention Curriculum

1. Substance Use Definition
2. Developmental Nature of Substance Use
3. Critical Theories for Prevention
4. Etiology Model
5. Environments for Prevention
6. Socialization
7. Science of Prevention
8. Evidence-based Prevention Interventions and Policies
9. Trained Prevention Professionals
10. Professional Competencies and Skills
11. Prevention Ethics

1. Substance Use Defined

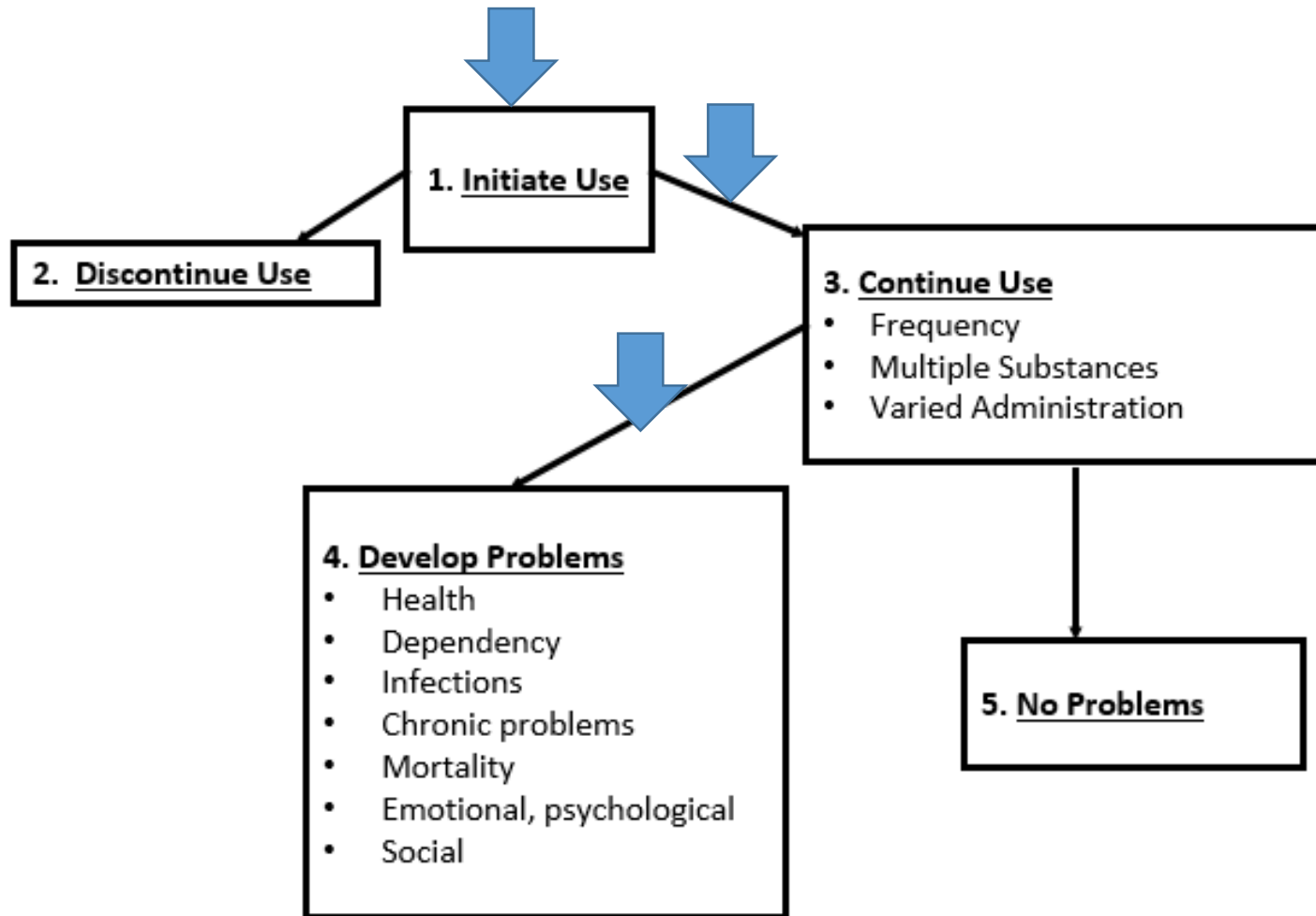
- Substance use = Psychoactive substance use
- Affect feelings, perceptions, thought processes, and/or behavior by altering the functioning of the nervous system.
- Include substances like heroin and cocaine, alcohol, tobacco, inhalants and some medications.

Substance Users Represent a Range of Use Patterns and a Range of Interventions

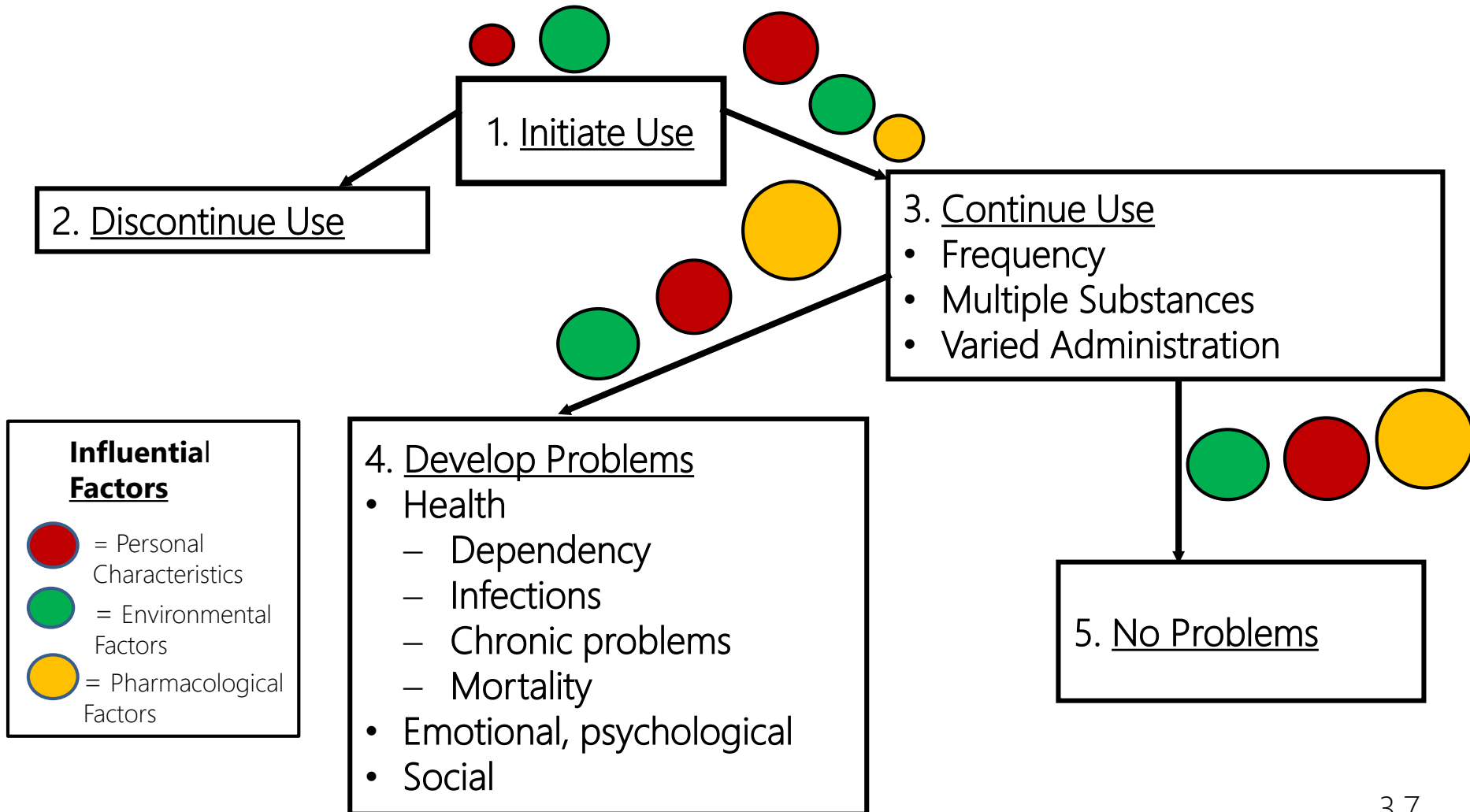
- In any population, there are:
 - ▣ Non users
 - Resolute non-users
 - Vulnerable non-users
 - ▣ Initial users with the potential to progress to abuse and substance use disorders
 - ▣ Those who are already using and may or may not be experiencing the consequences of their use.
- Such a range in substance use patterns requires a range of interventions

Natural History of Substance Use/Abuse

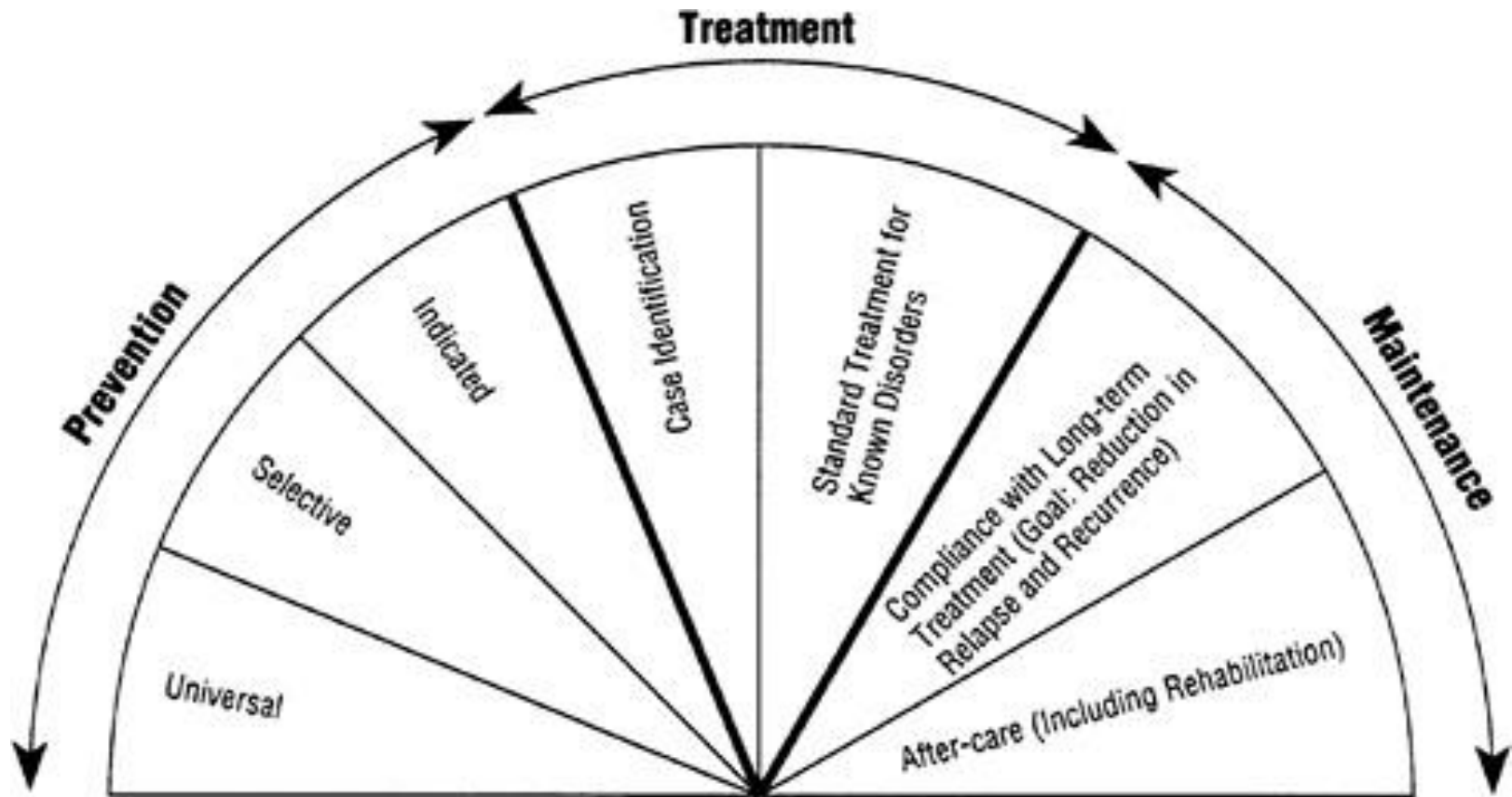
Defines Points of Intervention



Natural History of Substance Use/Abuse: Influences



Spectrum of Substance Use Services

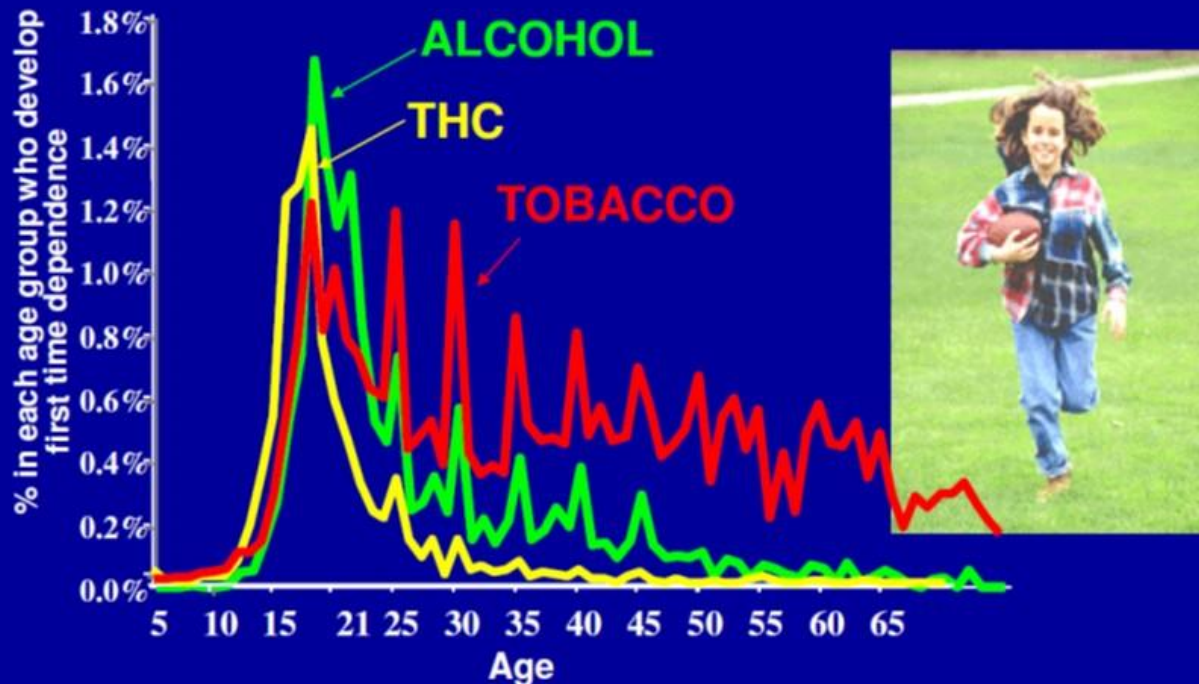


Categories of Prevention Interventions

- Universal - for those who represent a mixture of user groups, however most are non-users
- Selective - for those who are vulnerable or determined to be at-risk
- Indicated - for those who may have already initiated substance use, but do not yet need treatment

2. Developmental Nature of Substance Use

Addiction Is A Developmental Disease often starts in childhood and adolescence



Age at **alcohol**, at **tobacco**, and at **cannabis** dependence as per DSM IV

NIAAA National Epidemiologic Survey on Alcohol and Related Conditions, 2003.

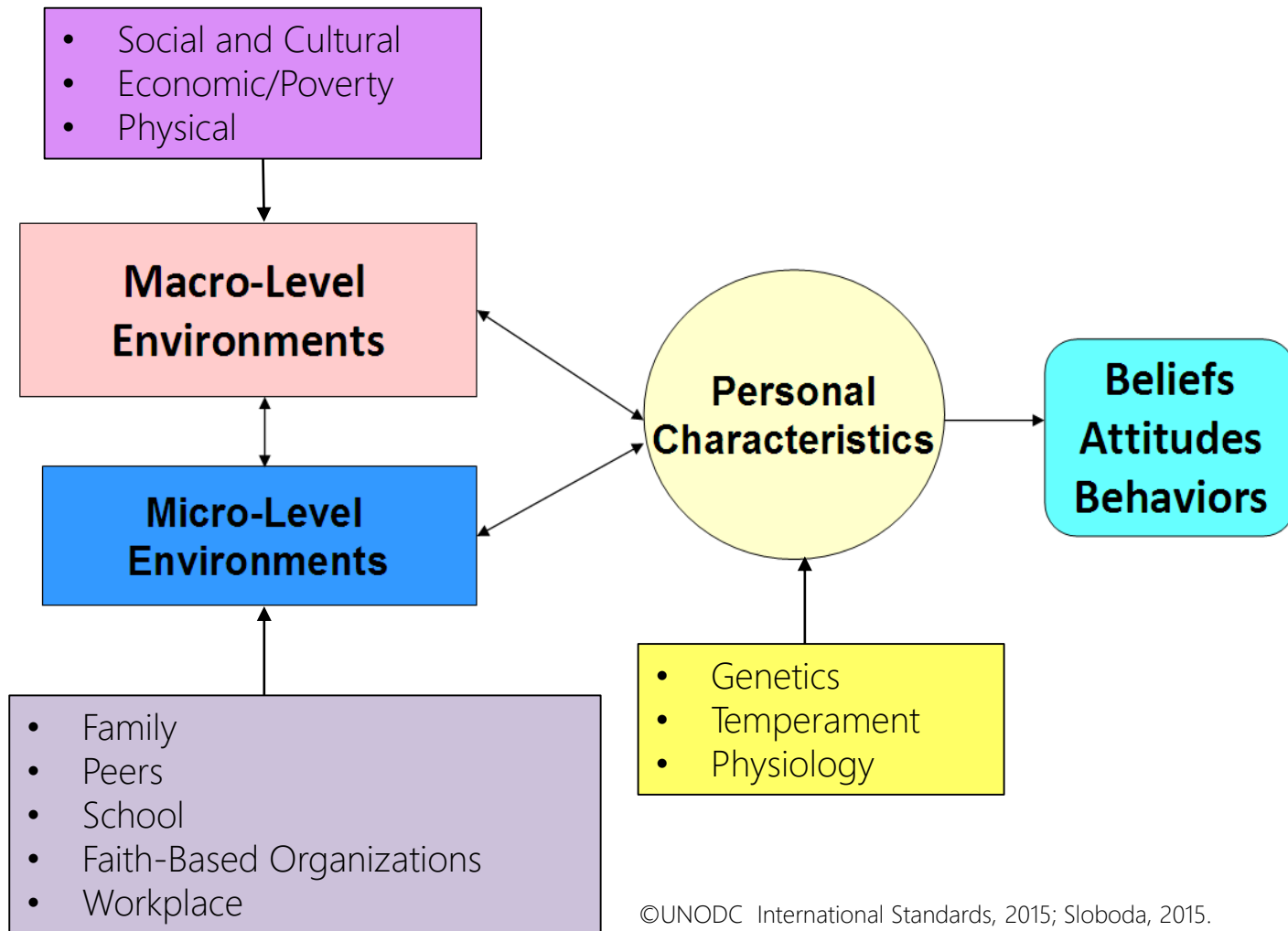
Developmental Phases

- Each stage of development, from infancy to early adulthood, is associated with the growth of the following:
 - ▣ Intellectual ability
 - ▣ Language development
 - ▣ Cognitive, emotional, and psychological functioning
 - ▣ Social competency skills
- Any major disruption will make a person more vulnerable to problem behaviors such as substance use
- Prevention needs to intervene early in each developmental phase to prevent the onset of substance use and dependence

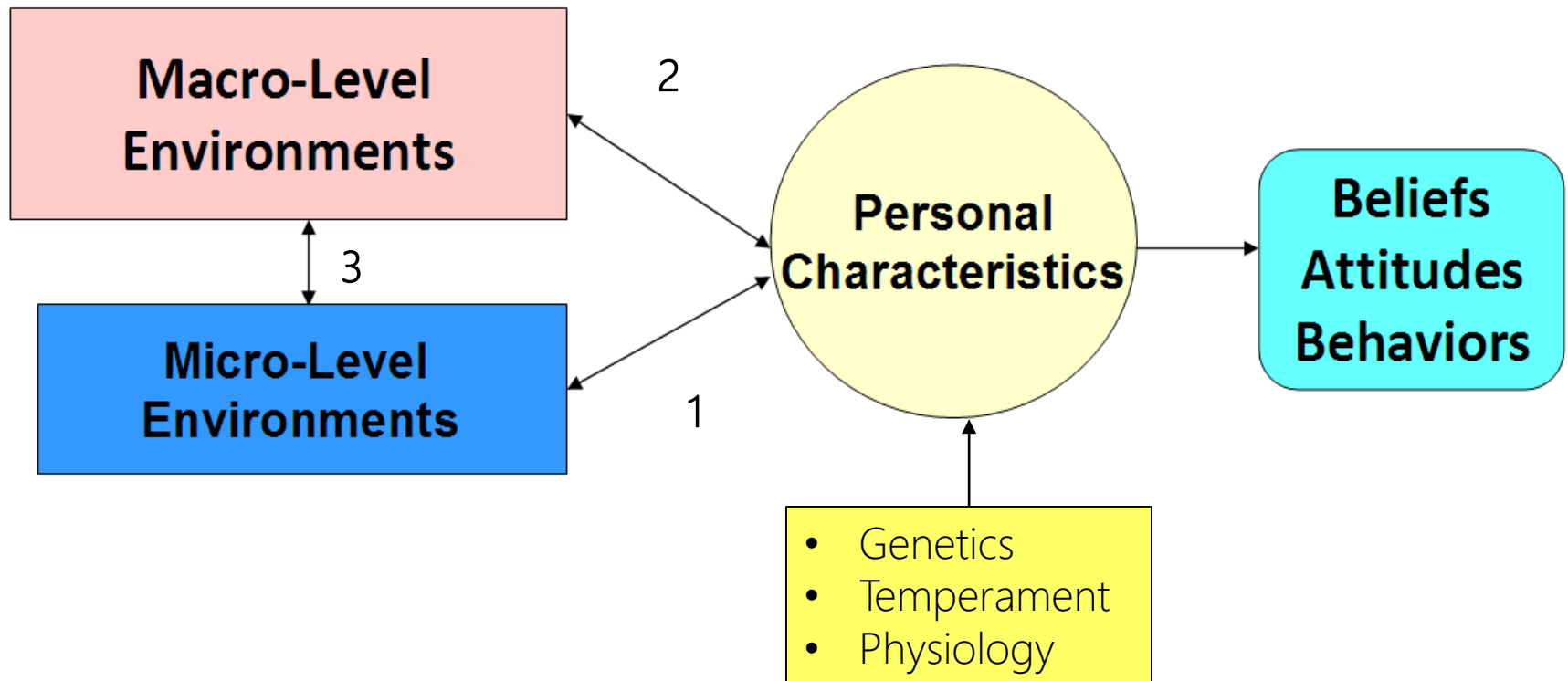
3. Critical Theories in Prevention

- A theory presents a systematic way of understanding events, behaviors and/or situations.
- It can explain why some behavior occurs.
- Prevention theories center around:
 - Theories of human development
 - Theories of human behavior
 - Behavior and behavior change theories

4. Etiology Model



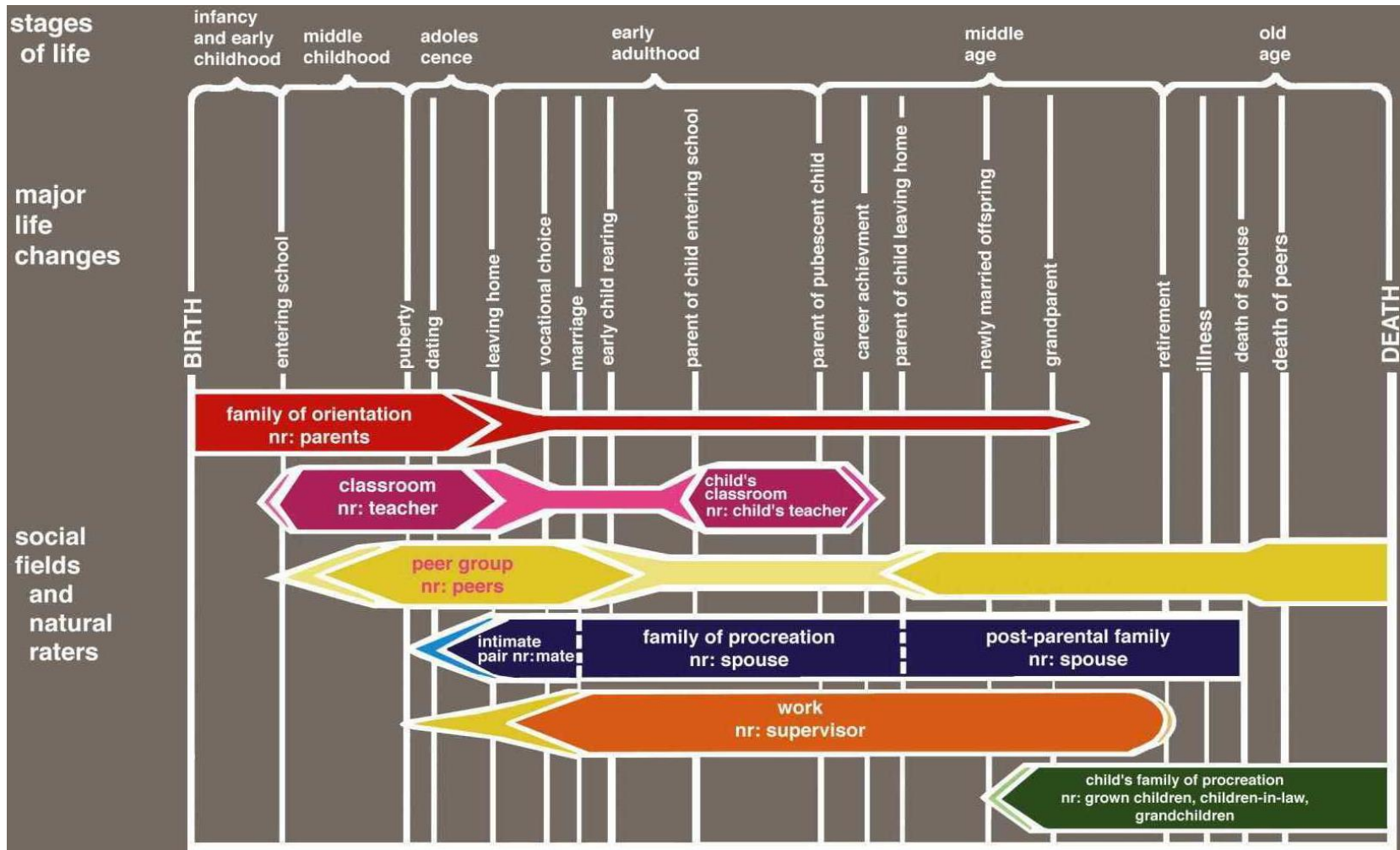
5. Environments for Prevention



6. Socialization

- Socialization is a lifelong process of transferring and responding culturally-acceptable attitudes, norms, beliefs and behaviors appropriately.
- An individual will be socialized by different socializing agents (e.g., parents, teachers, peer groups, religious, economic and political organizations and virtual agents, such as mass media).

Life Course Social Field Concept (Kellam et al., 1975)



A Socialization Perspective of Prevention— Behavioral Interventions

Prevention professionals...

- May either **train** socialization agents, such as parents and teachers
- Or **directly engage** in the socialization process, thus becoming socialization agents themselves

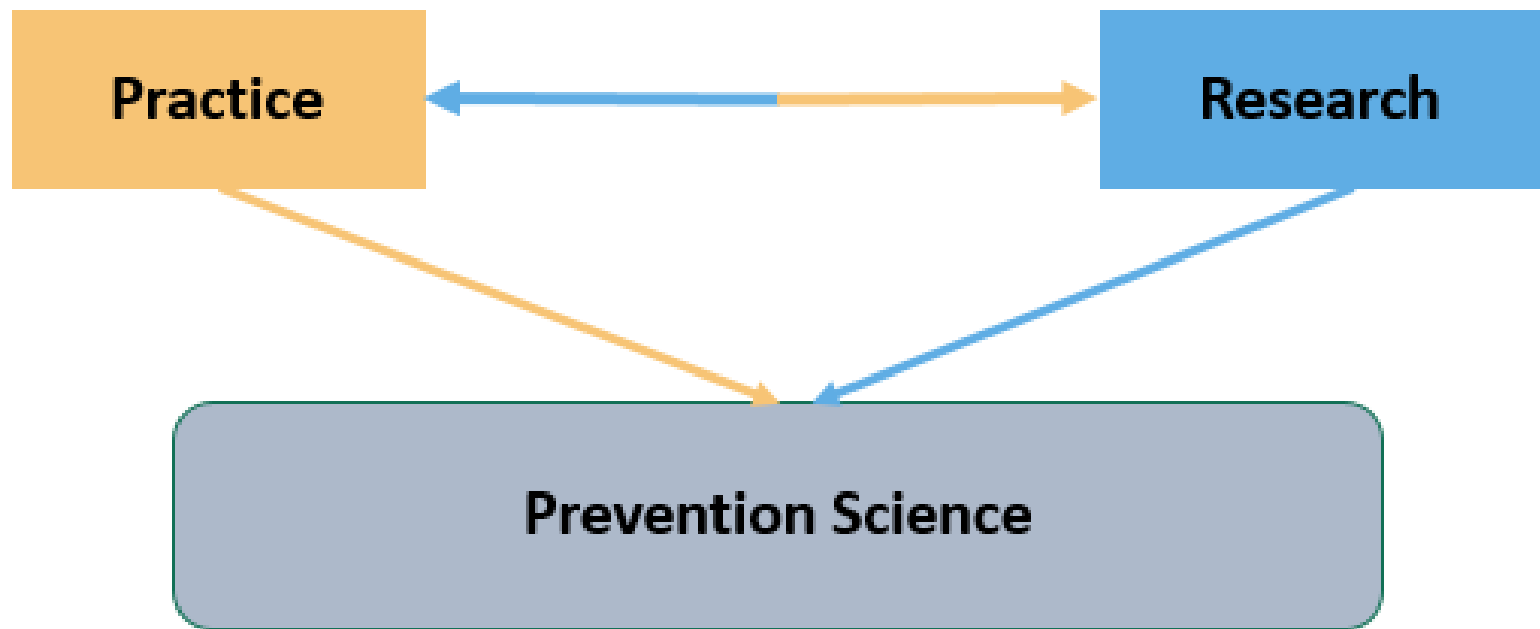
Both Socialization and Prevention Programming Help Individuals

- Learn and “try on” new behaviors
- Weigh the potential outcomes for the performance of these behaviors within their social and emotional context.

7. Science of Prevention

- Prevention science is the foundation for health education and health promotion as well as prevention interventions.
- Primary goal: To improve public health by identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions and identifying optimal means for dissemination and diffusion.

Prevention Science—Practice and Research



8. Evidence-Based Prevention Interventions and Policies

“Evidence Based Practice (EBP) is the use of systematic decision-making processes or provision of services which have been shown, through available scientific evidence, to consistently improve measurable client outcomes. Instead of tradition, gut reaction or single observations as the basis of decision-making, EBP relies on data collected through experimental research and accounts for individual client characteristics and clinician expertise.”

9. Trained Prevention Professionals: Professional Development and Professionalism

- Professional Development - The process of obtaining the skills, qualifications, and experience that allow you to make progress in your career
- Professionalism
 - Knowledge
 - Competence
 - Skills
 - Integrity
 - Ethics

10. Professional Competencies and Skills

Competencies	Skills
General Competencies	Analytic Abilities Communication Program Management and Staff Supervision Social and Personal Interactive
Basic Intervention Competencies	Knowledge of effective substance use prevention approaches/components Interactive instructional strategies Understanding developmental issues
Specific Intervention Competencies	Effective parenting strategies Teaching decision-making skills Understanding classroom management Knowledge of policy and other environmental approaches
Meta-Competencies	Skills that cut across all of these specific approaches Ability to adapt prevention interventions Include cultural sensitivity, community organization, planning and resource development, and monitoring and evaluation.

11. Professional Ethics in Prevention

Standards to guide behavior and decision-making in prevention

- White and Popovits Model
- Prevention Think Tank Code of Ethical Conduct

Elements of All Professional Codes

- Protecting clients by identifying counselor scope of competency
- Doing no harm by acting responsibly and avoiding exploitation
- Protecting client, professional, and organizational confidentiality and privacy
- Maintaining the integrity of the profession

Professional Ethical Judgment

Even with an ethical code, there are instances of ambiguity. Therefore professional judgment is important to guide decisions. One needs:

- Active knowledge of national, regional, and local regulations and laws
- An established deliberative process

WORKSHOP QUESTIONS

- Identify and state which of the UPC Critical Themes presented earlier are in line with the national prevention programs in your country?
- Which of the UPC Critical Themes would you adopt for future prevention interventions in your work setting?
- What are some issues that you and your prevention team face and how do you manage them?
- Discuss some implications for practice.