A Concept of a Community-Based Substance Use Prevention Service Delivery System

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What do we know about how to prevent substance use?

• Etiology—multi-faceted and life-long
• Understanding behavior—informed by theories of human development, learning, and human behavior
• Developing effective prevention interventions and policies
• Implementing effective prevention interventions to achieve desired outcomes
• Sustaining effective prevention interventions over time
Risk is the Interface between Individual Characteristics and the Micro- and Macro-Level Environments
Protection is the Interface between Individual Characteristics and the Micro- and Macro-Level Environments
Interaction between Personal Characteristics (Vulnerability) and Micro-Environment

Figure 1.
Interactions between behavioral disinhibition and family management in adolescence predicting alcohol dependence criteria at age 27.

The Foundation of Effective Prevention Programming

• Understanding
  • How humans develop: physically, biologically, and cognitively
  • What conditions optimize learning across development—from birth to old age
  • What factors or processes influence behavior—how can they help change negative behaviors

• Research-based theories help to explain and build effective prevention
Critical Theories

• Theories of etiology
• Theories of human development
• Theories of human behavior:
  • Learning theories
  • Behavior and behavior change theories
Etiology Theories

• Identify the processes that could benefit from interventions
• Specify intervention points
• Serve as a model for monitoring and evaluation of the delivery of EB interventions or policies
Theories of Human Development

• Examine normal and dysfunctional development
• Explains through observational studies including brain imaging
• Knowledge about late development of the brains of adolescents contributes to understanding risky behaviors
Theories of Human Behavior: Learning Theories

Cognitive Theory
• Piaget’s Theory
• Bloom’s Theory of Taxonomy
• Bruner’s Constructivist Theory
• Ausuble’s Advance Organizers
Theories of Human Behavior: Behavior and Behavior Change Theories

• Social Learning Theory
• Theory of Planned Behavior
Social Learning Theory

Learning

• Is a cognitive process
• Takes place in a social context
• Through observation or direct instruction
• Without direct reinforcement but through observation of awards and punishments

Theory of Planned Behavior

Source: [http://people.umass.edu/aizen/tpb.diag.html#null-linkrce](http://people.umass.edu/aizen/tpb.diag.html#null-linkrce), (Fishbein and Ajzen, 1975; Ajzen, 1991)
Etiology Model

Social and Cultural
Economic
Poverty Physical
Climate Change

Macro-level
Environments

Micro-level
Environments

Family
Peers
School
Faith-based Organizations
Workplace

Gene
Genetics
Temperament
Physiology

Beliefs
Norms
Attitudes
Behaviors

Lifespan

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Types of Life Transitions

• Routines
• Reactions
• Roles
• Relationships
• Reflections

https://www.psychologytoday.com/us/blog/between-cultures/201603/understanding-transition-stress
Model of Transition Paths and Maladjustment

Preparation for Change

- Recognize change
- Interpret change within own experience
- Review possible responses

Response Process

Outcomes

- Positive
- Negative

LIFE TRANSITION

Prepared Person

Unprepared Person

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Implications for Prevention

• Prevention is a socialization process
• The primary focus of preventive interventions is individual decision making with respect to socially appropriate and healthy behaviors
Both Socialization and Prevention Programming Help Individuals

- Use evidence-based practices to collect and interpret cues within individuals’ social and emotional context
- Learn and “try on” new behaviors
- Weigh the potential outcomes for the performance of these behaviors within their social and emotional context.
Behavioral Interventions – Prevention Professionals

(1/2)

• May either train socialization agents, such as parents and teachers from the micro-level environments to help them:
  • Improve their socialization skills (parenting, classroom management)
Behavioral Interventions – Prevention Professionals (2/2)

• Or **directly engage** in the socialization process, thus becoming socialization agents themselves to help individuals:
  • Understand what is expected of them in different social and emotional contexts
  • “Try on” new behaviors
  • Weigh the potential outcomes for these behaviors within their own social and emotional context.
Macro-Level Environmental Interventions - Prevention Professionals

• Create healthy macro-level environments that maximize the strengths of the community and minimize negative influences that might exist.

• Deliver these interventions to change the context in which people make decisions about behaviors
  • Physical environment—Limiting access to and availability of alcohol, tobacco and other substances
  • Social environment—Reinforcing non-use norms and attitudes
Communities need both Micro-Level and Macro-Level Environmental Prevention Programming and ALL need to be “Evidence-based”
Many Interventions and Policies

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

Local, State, National laws and regulations. Analysis of seized substances.

Parenting Skills

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

Parenting Skills

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

Server training

Bar

Here’s a Prevention Implementation and Delivery System
But They Need to be Evidence-Based!!!!

*What does that mean?*
Definition of “Evidence-based”

“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.”

(Evidence Based Practice Institute, 2012; http://depts.washington.edu/ebpi/)

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What is ‘Rigorous Research’?
Research Designs at the Highest Standards

• Randomized control trial or classic experimental design
• Experimental designs with comparison groups
• Times series experiment
Why Implement Evidence-Based Practices? Best Outcomes

(1/2)

• Gives target groups and populations the best interventions, techniques, and policies that are available
• Offers the possibility to deliver services in a more effective and efficient way
• Provides a more rational basis to make policy decisions
Why Implement Evidence-Based Practices? Best Outcomes
(2/2)

• Provides a common language

• Gives the opportunity to develop a common concept for the evaluation of scientific research

• Forms a new basis for education and training, it offers the possibility to achieve continuity and more uniformity of service delivery, and provides more clarification on missing links and shortcomings in our current scientific knowledge

• Assures DO NO HARM!
The Big “Disconnect”

Evidence-Based Prevention Practices: Interventions and Policies

Delivery of Prevention Interventions and Policies
Solution

Evidence-Based Prevention Practices: Interventions and Policies

Community-Based Implementation System!!!!

Delivery of Prevention Interventions and Policies
What Would a Community-Based Substance Use Prevention Service Delivery System Look Like?
Community-Based Substance Use Prevention Delivery System Would Have:

- Epidemiologic/data system
  - Needs assessment
  - Monitoring of services delivered (what, to whom, by whom, with what outcomes)
- Multiple evidence-based prevention interventions and policies
- Trained prevention professionals at all levels from implementers through to coordinators of services and policies
- Oversight
Evidence-Based Prevention Services
BUT....
Natural History of Substance Use and Substance Use Disorder

1. Initiate Use

2. Discontinue Use

3. Continue Use
   - Frequency
   - Multiple Substances
   - Varied Administration

4. Develop Problems
   - Health
     - Dependency,
     - Infections
     - Chronic problems
     - Mortality
     - Emotional, psychological
     - Social

5. No Problems

Influential Factors
- Red = Personal Characteristics
- Green = Environmental Factors
- Yellow = Pharmacological Factors

Size of circle related to estimated influence
Services Within the Context of the Natural History of Substance Use Disorder
What Does This Mean?
Community-Based Prevention Implementation and Service Delivery Systems

- Community Prevention Implementation and Delivery Systems at the State level
- Credentialed Prevention Workforce

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Society for Prevention Research

Drug Free Communities Grantees

National Association of State Drug and Alcohol Directors and National Prevention Network

American Society for Addiction Medicine

A Division for Advancing Prevention and Treatment

National Prevention Science Coalition

Prevention Technology Transfer Centers

Others?

Harm Reduction Coalition

Addiction Technology Transfer Centers
What “Pieces” Are In Place Now

• Epidemiologic Data Sets – National and State
• Evidence-based services—Source of Information
• Training of prevention professionals
• Credentialling and licensing
• Funding
How do we move forward?
Three Major Components of the System

- Substance Use Service Delivery System
  - National
  - State
  - Community

- Prevention, Treatment, and Harm Reduction Services
- Health Care, Social, Regulatory Service Systems at the local, community level

- Certified Prevention, Treatment, and Harm Reduction Professionals
- Continuing Education and Technical Assistance

- Monitoring and Evaluation System
- Prevention, Treatment, and Harm Reduction Service System at the local, community level
- Formal Training
- Formal/Informal Social/Communication Systems
- Family, Schools, Workplace, Health Centers, Media, Community

- Three stars
Steps Toward Building a Comprehensive Substance Use Service Delivery System

1. Problem Assessment and Framing the Elements of a Strategic Plan Lead by an Independent Group such as the National Academy of Sciences

2. Expanded Stakeholder Involvement.

3. Develop Training and Technical Assistance Protocols to Professionalize the Prevention and Treatment Workforce

4. Build Community-Level Assessment Systems.

5. Conceive of a Model Community Prevention and Treatment Infrastructure
Steps Toward Developing a Viable Prevention Workforce

(1/2)

• Forming an advisory group to identify and review existing prevention science training programs in colleges and universities and those offered by prevention education/training organizations, as well as materials such as those from IC&RC and SAMHSA that provide listings of competencies of prevention professionals

• Providing support for the development of instruments to be used to conduct a training needs assessment survey of prevention professionals in every state to determine gaps in knowledge between the science and its application to prevention practices and competencies;

Fishbein & Sloboda, 2023
Steps Toward Developing a Viable Prevention Workforce

(2/2)

• Increasing federal funding for states to incentivize the provision of continuing training of prevention professionals and for university students who wish to major in prevention science tracking to either research or practice; and

• Working with the Department of Labor to develop a job classification for prevention professionals.
Steps Toward Developing a Monitoring and Evaluation System

• Review and assess systems that are in place at the:
  • National level—e.g., National Survey of Drugs and Health, Treatment Episode Data Set, National Drug Warning System, Monitoring the Future
  • State level—e.g., Student Health and Risk Protection, Prescription Drug Monitoring Programs, Texas School Survey
  • Local level—Youth Risk Behavior Survey, emergency room admissions, hospital admissions
  • Provider level—management information systems, pre/post-tests for prevention programs (e.g., LifeSkills Training, Too Good For Drugs)

• Develop a model monitoring and evaluation system for all levels.
Thank You for Your Attention

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