Jess Goldberg:

Hello, everyone. Welcome to today's session, Change as an Opportunity for Growth, part two. We're so happy you're here with us to continue this two part series. We hope that you were able to join us last week, but no worries if you were not because we're going to continue the conversation that we started there and we'll catch you right along, if you weren't able to join us then. So my name is Jess Goldberg, I'll be one of your facilitators for today, along with my colleague, Ivy Jones-Turner, who I will introduce in just a moment. And so, as people are entering the virtual room, we want to invite you to begin thinking about our topic of focus today, change, from your own perspective, and we're going to ask you to participate in a quick activity to get those thoughts really flowing.

Jess Goldberg:

So take a look at the slide on the screen, if you don't mind. You'll see three different types of change that we're describing on the screen. Oh, somebody seems to think I'm muted. Can folks hear me okay? Other folks who are on the line? You let me know in the chat, I'll just keep my eyes on the chat to make sure that everybody can hear me. Thanks so much [Margolin 00:01:10]. Thanks so much. So it looks like other people can hear. So if you're having any audio issues, you probably can't hear me saying this, but we're here to help, so just send us a message if you need any help connecting to the audio. So you'll see three types of change that we're describing on the slide. So change that's beyond your control in the red box, change that you could impact in collaborations with others in the yellow, and then change that's entirely within your ability to make.

Jess Goldberg:

So think about a challenge and what I'm going to do, and you'll see my fancy footwork get excited, everybody. I'm going to bring up a Jamboard in Google. We're going to put a link in the chat to this Jamboard so you can follow us here by clicking on the link. Thank you so much, [Shannon 00:01:55], my colleague has put that link in the chat for you. So what I want you to do, we'll ask you to do, is actually just think about a change in your life, anyone. And when you get to Jamboard, you'll be able to add one post-it or many. So you can be thinking about more than one change, but once you get to the Jamboard, you look to the left hand margin, for anyone who hasn't used Jamboard before, so when you look to the left hand margin of your screen, you're going to see a little toolbar pop up.

Jess Goldberg:

And the halfway down the toolbar, one of the tools is going to look like a little post-it, and it says sticky note when you run your cursor over it. So if you click on that icon, it's going to open up a post-it for you and you can type into it. And once you've done that, I think it gives you the option to save. So I want to ask you to just share an example of a type of change that comes to the top of your mind that you're going through right now that you've experienced. And then once you're done writing that in, you can just plot that change under which category it belongs. So you can see I added mine there earlier today, using my treadmill more. Some of you may remember last week, if you were here, that I was very proud and crowing about my new treadmill and how well I was doing walking on it.

Jess Goldberg:

So that has not lasted the week and I need to do a little bit more. So I put that under the green heading that I'm certain I could make that change if I put my mind to it. So I see people are starting to come into

our Jamboard, and we're going to ask you to just put those ideas around change on your post-its. You can even change the color of your post-it if you like, if you're feeling very fancy, you can make it... I made mine orange. You can make yours any color. You can see little color options as you fill out your post-its. You can fill out more than one. And so we're going to ask you to just give it one or more examples of different kinds of change and where they would fall in terms of the spectrum of making impact on those changes.

Jess Goldberg:

And so if you're just joining us, welcome, we're glad you're here, welcome to our session. And we're just asking folks to follow the link in the chat. And we'll put that link in there again, for anyone who's just joined, to the Jamboard page that you see on the screen. And we're asking folks to just choose to add a change that they've experienced, they are experiencing in their lives by clicking that post-it or sticky note icon about halfway down the toolbar in the left hand margin. It'll open up a post-it for you and you can start putting your changes. You can move them around, you can see some of your colleagues are now moving their changes around. And I see some great examples coming in. So mine, using my treadmill more, I just did confess that it has not been the game changer for my health and physical activity level that I had hoped it would be when I bought my under the desk treadmill a few weeks ago, but I am heartened that I can do something about that.

Jess Goldberg:

I see other people who've chosen to categorize their change under the green heading where it says I'm certain I can change if I put my mind to it. Some of the examples are to walk more, to drink more water, to exercise more, eat less meat, to do more art and grow your side hustle, right? All of these things feel like they're within our control. And yet, we know that there are factors that can make that really challenging as well. So yes, it's good to have the sense of self-efficacy, but this in no way negates the fact that we are complex people and complex times. If it were entirely up to me, I'd be on that treadmill right now, walking my little hard out during this webinar, but it's not always feasible to do what we want to do and what we know we maybe should be doing exactly when and where we'd like to. Some other examples coming in under a change that you could probably make, but would require some help from others.

Jess Goldberg:

So getting youth more involved with your coalition. Right. Your best efforts, I think, can go a very long way, but ultimately, it's prevention and we are only successful in collaboration with others, right? And so I'm sure working closely with some of those organizations in your community, youth serving organizations, schools, after school programs, faith communities, possibly that convene youth groups, and I'm sure you've thought of all these things, but just some of the partners that come to mind that could support you, possibly in that work. Being more involved in your community, getting prevention service out into the community weekly, practicing self care. I totally agree. All of these are wonderful examples. The practicing self care though, I like that it's kind of in between the yellow and the green. I like it a lot because it's true. I can come walk on my treadmill, but only if somebody watches the kid for me. So it's not something that, again, is entirely within our purview to always make these changes happen.

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Jess Goldberg:

So other examples that have just come in, and if you're just joining us, we can add that link maybe one more time to the chat. And if you're having any trouble following the Jamboard link and participating in our activity that way, feel free to put your thoughts into the chat box. That's a great place too. And you'll see me peeking out of both corners of my eyes to watch the chat and watch the Jamboard. But if you haven't had a chance yet, feel free to add additional examples. I see a few more coming in. Getting outside more, having fun time just for me, a new job from the county level to the regional level. All things that you're certain you can put your mind to and make those changes. And then one example coming in under I wish I could change, but no, I can't, no matter how hard I try, and really appreciative to the person who was brave enough to put something under that column, because it's not easy to admit that.

Jess Goldberg:

So that's doing too much for my children, right? And last week, I hope you were able to join us last week, we talked a lot about family systems and family dynamics, and they are really, really challenging to change certainly. And we become part of those systems over time and our roles, sometimes, really do feel entrenched, right? And then there's reasons that are very legitimate, that those roles sometimes can't be changed, sometimes they can, but certainly, without knowing too much about your situation, I'm not going to make any comments except that I appreciate you putting that example there. And it's totally fine to admit that there are things outside of our control, right? The serenity prayer comes to mind, right? There are things we can change and not everything we can, and sometimes, there is the need to accept, but today's theme is change.

Jess Goldberg:

And so we're operating from the assumption from the perspective that there's a lot of good that we can do in making change individually, on all different aspects, in all different aspects of our lives and certainly within our communities. And I see in the chat, thanks [Richard 00:08:39], fun exercise, right? Whatever happened to making the healthy choice the fun choice, right? It's nice when it's easy, but it's even better when it's fun. So maybe if I did something more fun on my treadmill besides read New York Times articles, I'd be more likely to do it. I don't know. Just one possible way that I could be true to my own motivation to be more active and get more exercise. Okay, so thank you so much for playing along with us and sharing your thoughts. We're going to have a few different times during the course of today's session to give you a chance to reflect and share.

Jess Goldberg:

And so we appreciate you getting us started in such a great way. And so I will bring back the slides and start us on our to session. So thanks again and welcome to Change as an Opportunity for Growth. What's going on? Part two. I'm so glad you're here and looking forward to coming back to this topic with you, continuing and building upon our excellent discussion from last week. So here's our disclaimer slide, just so you know, this webinar is being recorded and we'll be sharing the recording and materials out after the event. You can feel free to contact us if you have any questions. We come to you today, thanks to funding from the Substance Abuse in Mental Health Services Administration. And our sharing

views that are not necessarily those of our funder or the US government. And we have some new information to share, which is exciting.

Jess Goldberg:

It's actually a little bit of a policy for the PTTC. It's perfect timing, because we're going to be talking about policy change as one of our community level change strategies today. But we will be providing certificates of attendance after the session as we always do. And those will be provided to anyone that is able to join us for the session in this entirety. And those should be sent to you within a week or so of today's presentation. So again, any questions, let us know. It's my pleasure to be here today with my colleague, Ivy Jones-Turner, and to share a little bit about her experience with you. So if you've been on any of our services, you may have heard from Ivy before. She's an expert in behavioral and mental health promotion and prevention, an experienced program leader, a technical assistance specialist, researcher, and evaluator.

Jess Goldberg:

She has expertise in building the capacity of schools and organizations to research, implement, evaluate, and sustain interventions, to prevent a whole host of issues, including substance misuse, suicide, youth violence, and bullying. And then also, to promote some of those protective factors as well, that are social, emotional in nature, and to just increase positive mental health. I'll quickly introduce myself. I've been working in prevention for my entire career. My first job out of school was as a community health specialist at a prevention organization, working with community coalitions. And since joining EDC, I've continued to work at the community level as well as the state national level, supporting prevention practitioners in all aspects of their health promotion and prevention efforts across many and varied issue areas as well, but most often, and most recently, substance misuse prevention and social emotional learning.

Jess Goldberg:

So here are our learning objectives for today. And again, we're continuing a conversation we started last week when we tried to frame or reframe change as normal and necessary for positive outcomes to be made, both within our personal lives as individuals and in our roles as prevention professionals. So last week, we looked at some theories of change that inform prevention efforts, both explicitly and implicitly. And we took a look at how those theories apply across different domains. And we're going to do that again today. We're going to focus in today on the community and societal levels where change happens on the larger scale, as compared to last week where we were focused in on the individual and interpersonal or relationship levels. And so that's what you can expect from us today.

Jess Goldberg:

And just one more thing before we dive in, we want to go on record that we, as the Northeast & Caribbean PTTC, as part of the entire PTTC Network, we believe in the power of language that the language that we use may matters and it has the ability to inspire both hope and change. And so we're going to make every effort to use equitable and inclusive affirming language in this session, as well as in all of the different kinds of support, and training, and TA, and otherwise that we offer to the prevention community. Okay. And so I think, now at this point, I'm going to hand it over to you Ivy to get us started talking about change.

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Ivy Jones-Turner:

Hi Jess, and thanks so much for the introduction and especially noting the role of language in not only inspiring hope, but also in inspiring change. As we've talked about and as we've been thinking about this series, we recognize that there are so many feelings and emotions that come up when we talk about the word change. For those who joined us last week, we reviewed the dictionary definition and we've also talked a little bit about some of our experiences with change. I loved seeing the Jamboard chat and the examples of change that individuals who are present today are exploring, considering, even embarking on already. There're all of these aspects of change in terms of both what we like, what we don't like, what our level of comfort is with change. There's a lot that can be positive about change.

Ivy Jones-Turner:

We can talk about the beauty of change in terms of the change of seasons and the changing leaves as you see on your screen, but there's also growth and maturity and privileges that come with change. Change that it might come with milestone birthdays, 18, 21, 50, or 40, and 65. But there are also some changes that come with aging or changes in experience. And sometimes, those are not quite as favorable or positive. And so what we recognize that with all of the emotions, all of the response that we might have when we hear the word change, whether it's mentioned or proposed, in and of itself, as we said last week, change is a given, change is a fact of life. And so in fact, what that also means is that as preventionist, it's a key part of what we promote and encourage within our line of work and our efforts.

Ivy Jones-Turner:

We encourage individuals, families, and society to change. We want to see increasing positive behaviors, changing attitudes towards marijuana use, that sometimes can be a both positive and negative change that we want to see. But also, we want to see an increase in protective factors and supportive relationships. We also want to see some of those changes in reducing risky behaviors or changes in beliefs that experimentation with substance use is an appropriate developmental behavior for youth. We want to see changes in attitudes about recovery and treatment, or in integrating harm reduction as an effective prevention strategy, but we'll get to a little bit more of that later. What I'd like to do is as we go to our next slide, we'd like to hear from you, what are some of the changes that you've seen lately? What are some of the changes that you are thinking about? As we talk, I'm going to ask you to type into the chat, there'll be a couple of images that will also appear on your screen, on this slide rather.

Ivy Jones-Turner:

And we'd like to get your feedback, your thoughts about change. There's some changes that we recognize seem to be coming more frequently, or we're at least acknowledging it a little bit more. We're definitely also seeing the past few years have been filled with changes. And I see as [Joan 00:17:01] has typed into the chat, the way meetings are held have been changed. The way we've done trainings have changed. The way that we have interacted with one another, as well as even the way that we work and interact with our communities. There're a whole host of changes or in different types of changes. So on your screen, you will see just a few images of change that we've experienced lately as a society. And probably, some of these are also changes that you've experienced as individuals, maybe even as a

generation. There's some changes that we see, not only for us on an individual level, but throughout and across multiple levels.

Ivy Jones-Turner:

So we see a couple more chats coming in. The perception of working from home. Yes, that's a great example, [Julie 00:17:59], because not only is that a change in our perception of what it means to work from home, but also, a recognition of what it requires, and for a lot more employers, a recognition that actually productivity has increased by working from home. The way we use social media, whether it be how we interact with one another, but also, our use of social media as more than just a way of recreating or a way of engaging with a small group of people. Many, many more examples of how... And I'm not a Facebook person, but many more examples of how people are using social media, whether it be Facebook, Twitter, Instagram, or others, to really think about how to connect with different populations, how to even create families of choice, which are really great and interesting examples.

Ivy Jones-Turner:

And yes, I see Jess has also noted that the pandemic experience is changing us, and even how we respond to life and life experiences. That fourth image that you see in the bottom right, there is no Planet B, I think there's a recognition that we have, with the maybe even more present and even more rapid appearance of climate change. And what that means for how we interact, not only with one another, how we also, ourselves, use energy and then how we want our societies to use energy. But all that to say, it's really critical that we talk about change, not only now, but that we, in prevention, continue to talk about change because we're being affected by change. And some of this is also change that we want to affect and drive. So as we switch to our next slide, we'll talk a little bit more about how prevention and change are so tightly interwound. In fact, as we noted just a few minutes ago, change is a key part of prevention.

Ivy Jones-Turner:

We have a very simple logic model on screen, just noting how we believe and approach change within prevention. We identify that communities have needs that need to be addressed, substance use consumption, or the consequences of that substance use. What are the risk and protective factors? We want to see those both increase and decrease, and we believe that by doing certain interventions, whether it be anything from education to a higher level and more intensive level of engagement around developing collaborations and promoting advocacy and thinking about making change in policy, all of those are the strategies and interventions that we use in order to see change happen, to see things get better for individuals, for communities, and for society, whether it be on an immediate and short-term timeframe, or a longer term timeframe. And in some cases, we know that it might take several years, but we have seen change occur in many ways across using this model and this theory of change.

Ivy Jones-Turner:

We have seen change occur in many ways. Just even a few short years ago, the word addict would have been a much more pejorative term and you would've heard it used much more often, but we recognize that the recovery and treatment community, and as well those of us in prevention, needed to change our language and identify more positive ways of referring to and engaging populations that might be involved or recovering from substance misuse. And so we changed our language, we changed our

thinking about where prevention begin and "ends." In fact, we include harm reduction as a part of our strategies and prevention. And as a result, we've seen a lot of change. Change in our law enforcement, being more involved in supporting those who are grappling with substance misuse issues. We've also seen, and even as [Edwina 00:22:29] has noted, mental health become more heavily promoted and engaged as part of prevention efforts. And so with that, I just want to move on our next slide because I'm getting a little excited.

Ivy Jones-Turner:

Just want to highlight for you one specific theory of change that we're going to highlight today or focus on and today, which is the socio-ecological model. And in particular, in this model, we believe that change happens over four different levels. This is a model that was developed by Urie Bronfenbrenner back in the '70s to really outline how health is affected across these four dimensions of individual, interpersonal, or what we call family and peer groups, community, and society. We recognize that there are social relationships that lead to both efforts that need to be addressed across all four of these dimensions. And in fact, for many of you, I anticipate that your prevention efforts not only deal with what individual skills and growth and development, maybe attitude changes we can promote and support at the individual and at the interpersonal level, but you're also spending time with, several of you noted, social media, and using that as a strategy to change attitudes and behavior at the community and the social level, in a way that reinforces and really supports healthy choices being the easy choice for individuals and families and communities.

Ivy Jones-Turner:

So we're going to spend a little bit more time talking about this, but if you really want to get into some details, as we'll note in this next section, our section last week really focused on looking at change at the individual and interpersonal level. As Jess noted, today, we're going to spend a little bit more time focusing on the community and the societal level. Change and what those, excuse me, what those change models may look like, what are some of the theories of change, what are some of the expectations that we have, and what are some of even the interventions that are used across these different dimensions? And so, as we go to our next slide, we'll have a chance to also just highlight one of the key concepts for this entire series or for this series of webinars. And that is recognizing that we're talking about change on multiple levels. We're talking about as us, as individual, prevention practitioners, and as individuals, there's change that we are encouraging and supporting and driving to happen within ourselves.

Ivy Jones-Turner:

We're also encouraging that same kind of change to happen with the youth, the adults, the families, the communities that we work with, that we're interacting with and providing program implementation too. But we also recognize that there are changes that are coming towards us. Part of those changes are coming from social change that's happening, as well as change that's happening to us, both as individuals, recognizing what our role and what our experience is and how we respond to change. But also, understanding what that means for us as prevention professionals and how we are integrating change into our efforts, into our language, into our practices, and even into our approaches and concepts and theories around prevention. So with all that said, I know we've got a lot to cover today. We're going to talk a little bit more throughout the entire series about change happening across all

three of these levels. And so I want to turn it over to Jess who's going to help us to understand a little bit more about the community level change.

Jess Goldberg:

Thanks so much Ivy, and thanks so much everyone for your responses in the chat too. I think it's a great conversation we want to keep going. And it's just so nice to see some familiar names who were able to join us last week. So like I said, now we're going to talk about change at the community level. Something that you are all expert in by virtue of your roles and experience. But first, we want to ask you... Oh, there we go. We want to ask you to participate in a small poll activity. So I believe that's going to pop up on your screen. And so think about the community that you serve, whether it's a town, or city, or neighborhood, or county, picture some of the people and institutions in it, the people you're trying to reach and serve, the people holding power and making decisions, and the members of the general public, which is a big catchall, but doesn't actually really exist, but is the sum of countless cultural identity groups and subpopulations that all come together to make up your community.

Jess Goldberg:

And now, very broadly, think about how ready this community of yours is right now to address substance misuse related issues present within itself. We're going to talk more about this idea of readiness in a moment, so I'm not going to give a lot more direction than that. But just what comes to mind when you think about the readiness of your community and considering it on a scale of one to nine, with one being not at all ready in the slightest and nine being very ready to take on prevention related change efforts. And so where would you plot the community as a whole? We're going to let you respond to the poll. I can see some responses already coming in. We'll give you just another moment if you haven't had a chance to respond.

Jess Goldberg:

And then what I want to ask you to do is, if you're comfortable, to follow up in the chat box and let us know why you chose the number that you did. There's really no right or wrong answer. We just want to get a sense of what you're thinking, almost your gut reaction when you think about your community's readiness. And so what we can do is we can share the results of the poll when our technology wizard behind the curtain is ready. And you can see, with those responses coming in, that we have kind of a nice bell curve going on here, that most people have plotted themselves somewhere within a three or a seven in terms of their community readiness. One or a couple outliers toward the high end of the scale at a nine, and then the most of any number being five, so right there, in the middle of the curve, and so thanks so much.

Jess Goldberg:

If you had the chance to respond to the curve, to the poll, and then let us know in the chat what kind of went into your decision making process in terms of your community readiness. So I'm seeing some responses coming in the chat. So very ready, a nine from Richard, the neighborhood is changing. And [Sarah 00:29:31] is noting what it means to address this looks different to community members and to those in positions of power who can make community decisions, right? I experienced this, Sarah, in my organization where when I ask for something, it's sort of optional at my level and in my role. But if

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someone much higher in the leadership asked for something, it would be not a request, right? It would be more than a request, not an order or demand, but it would be an expectation, I guess.

Jess Goldberg:

So I think that's very true within broader communities as well. If we don't talk about it, [Tara 00:30:04], where it doesn't really exist. So that is very much an attitude that you would see sort of earlier in the scale of community readiness, right? So definitely, in a community, that's not quite as self-actualized in terms of the types of substance misuse related problems that it might be experiencing. And that's a stage that all communities go through, right? It's not necessarily a negative reflection in terms of the community, it's a reality that that's a part of a process and building readiness. And I've seen communities that were just like Richard's nine out of nine on the scale, go through a series of changes, staffing changes within the prevention coalition, leadership changing changes within the municipality.

Jess Goldberg:

And they went from a nine to a four or a five very quickly, right? So it's not a static number here. It does change. We try to change it moving in a positive direction, moving sort of left to right on that scale, but it can change in the opposite direction as well. So of Richard sharing that the demographics of his community are changing, so no longer Black or Hispanic, but condo co-ops bringing kind of higher economic brackets. So changing demographically, changing in terms of social economic status, changing in lots of other ways I'm sure. Joan noting little to no help from township government, right? So that's another indicator of readiness. Another really strong indicator is related to political will and investment of those decision makers and those influential leaders within a community to take action. Some great, great thoughts coming into the chat, so thank you all so much for this.

Jess Goldberg:

So [Kim 00:31:44], the topic of substance awareness and addiction is very new to the community. Exactly. Just like we were saying, you start at the beginning. What is it from Alice in Wonderland? Start at the beginning and when you get to the end stop, right? As though we'll ever get to the end, but we do start often at a beginning and move forward from there. Richard, thank you so much for all of your comments, to you all and to you. So your community is ongoing towards prevention and treatment. Julie, a large, but fairly rural community, multiple small towns that each have their own personality, such a great observation that prevention is local, right? As much as we want, large scale, scalable interventions that can be applied cross borders, and there's a real role for those.

Jess Goldberg:

There are differences between my town and the town next to mine, in terms of culture, in terms of the way in which we view ourselves and then the issues that arise and in the way in which we galvanize to take action. So I think it's really important to note that, and thanks Ivy for catching up in the chat. You can see I'm not going very quickly, but it's because these comments are so rich. Lots of changes that you're seeing in communities coming from all different sources and affecting all different subsections of the community. So I'll just read a few more, because I want to make sure to give you a little time to digest some of the content we're going to share. So issues that contribute to substance misuse are not being addressed. So it sounds like, Sarah, in your community, there may be that awareness, or among some, an awareness, but that taking action and that's really what readiness is about.

Jess Goldberg:

It's about a community's ability and willingness to take action to address the issues that it's identified. And so these are really wonderful responses. Please keep the conversation going in the chat. I see noting that it's an ongoing battle, and that others are also chiming in, the substance use among youth is seen as less important relative to other issues like violence, or poverty, or graduation, school, success. It's different in different communities. In some communities, you would find that substance misuse might be the priority issue, but not in all, right? And it's just amazing how much variety that we can see even within a small geographic area in terms of how the communities look just to reinforce your comment, Julie. And then Edwina, some communities don't want to address the underlying issues. Exactly. And what you're actually noting is I think what's going to come up.

Jess Goldberg:

Oh, not quite on the next slide, but I'll just kind of pique your interest, hopefully. The slide after this, I think, will really reinforce a lot of your comment. But first, we wanted to share something that I'm sure many of you are familiar with, the role of environment, right? And in prevention, that can literally not be overstated. So many of you, I'm sure, are familiar with what might be an allegory, but might be some other literary device, but the frog and the pond, right? And so it's one way, if you're not familiar with it, it's one way to think about substance use from an environmental perspective, and it is to consider this frogs and a pond scenario. So if the frogs and a pond started behaving strangely, let's say there's a pond in your neighborhood, in your community, your first reaction, probably, would not be to punish the frogs or even to treat them for some kind of problem that they were having, right?

Jess Goldberg:

Instead, we'd probably be more likely to wonder what was going on with the pond, right? What's going on in the water? Is there something wrong with the mud or the plants at the bottom of the pond, or among the other pond dwellers, maybe there's something happening. But what was affecting the frogs would be where we would start our inquiry. And this, by the way, was actually really the essence of using a trauma informed perspective. In our work, as well as in other fields, it's to ask the question, kind of what happened to you, to someone who's experiencing some kind of difficulty, as opposed to asking what's wrong with you. And this same environmental perspective is necessary when we're working to prevent substance use and misuse at the community level, right? In our culture, in this culture, substance use is often seen as socially acceptable and sometimes, it's even encouraged or rewarded.

Jess Goldberg:

And so that's part of what's happening in our pond collectively. And then in our respective communities, our own little ponds, there's a variety of factors that can contribute to a person's choices about alcohol or other substance use. And that would make my pond just a little bit different from your pond, even when the work we do is quite similar. And so environment is just another way in which we're uniquely influenced by expectations, by opportunities, by constraints. And those are in addition to any of those factors that we have at the individual or biological level, or due to our relationships and their impact on us. So if I'm someone who is biologically at higher risk for substance use because I may have a family history that predisposes being genetically, or I have a tendency toward impulsivity in my biology at the individual level.

Jess Goldberg:

And then I'm living in a household, as a youth, where my adult caregivers are fairly permissive about substance use. And I live in a community that believes alcohol is the right of passage for people my age. Now, that's very different from another person whose biology is more protective, whose parents might be, or caregivers might be less permissive, and whose community offers a lot of alternative opportunities to be involved in meaningful activities other than using substances, right? So our influences interact in different ways, in each of us. People are complex, our behaviors are complex, and substance use is just one of those complex behaviors, but it's one that's really important to consider in context. And in this case, the context is really whatever pond that we're swimming in. And so we're going to look at our first theory of change for community level work. It's called Community Readiness Model.

Jess Goldberg:

I'm just curious if anyone has seen this or used this in your work, if you want to let me know in the chat, I'll keep my eye on it. But if not, we'll introduce the model and also just say a little bit about what community readiness is. So really, community readiness is the degree to which a community is ready to take action on an issue. And it's a range, as you can see from this slide. And so there's a few things to understand about community readiness. It's measurable, right? We can say, objectively, how ready a community is to take action, but it's also very issue specific. I think someone noted... Actually, I can see the chat right here. [Charles 00:38:34], you noted in the chat, some issues your community might be at a higher stage of readiness to address than others, right?

Jess Goldberg:

And so it can be at a very high readiness to address an issue, very earliest stages of readiness in relation to another. And readiness can also vary across different segments of the community. And this is really, really key. Some groups may be more ready to deal with an issue than others. So I've heard some communities say that, let me think, the fire department in their community was ready to partner in carrying Naloxone to reverse opioid overdose, well before the police department was in their community, and vice versa in other communities actually. And sometimes, you'll hear schools are willing partners when healthcare organizations won't share their data. And I've also heard the opposite where a local hospital is very engaged in prevention efforts, but the school leadership aren't comfortable sharing the results of the youth survey for fear that it might negatively reflect on the district.

Jess Goldberg:

And so you can see that there are differences within communities across different segments, and you can help those segments of the community move forward in their readiness. And so, again, it's not the static unchanging metric, but within any community, there may be more readiness in some sectors than in others. And so by understanding community readiness, this is really important information, especially if you're trying to make change with respect to a particular issue. And so we can't push a community to do something it's not ready to do. And it can actually really negatively impact our efforts if we try to do something that a community isn't ready to stand behind or accept. And so understanding where the community is and meeting them there is really essential for the success of any change effort. And so

again, understanding community readiness gives you the opportunity to tailor your efforts to what the community is willing to accept and support at this moment.

Jess Goldberg:

It gives you a starting place from which you can and have to really increase their readiness. So how do you kind of objectively determine a community's level of readiness? And so this is what's on the screen, and again, some of you may be familiar with it. It's called the Community Readiness Model. It was developed by the Tri-Ethnic Center for Prevention Research at Colorado State University. I have a link I can put in the chat once I stop talking, because I can't multitask. And this tool identifies different dimensions and levels of community readiness. The model has an instrument that comes with it for determining readiness, it can be easily used and scored by people within the community, with any community. And so we'll put that in the chat in a moment, but the model kind of thinks about community readiness along six dimensions.

Jess Goldberg:

So community efforts, meaning to what extent are there existing efforts or programs or policies in a community that address the issue at hand, community knowledge of those efforts. And so how much do community members know about what you're doing and how effective your prevention efforts are? Are those efforts accessible to everyone in the community or are there some parts of the community that are less aware or less able to access prevention services than others? Leadership, are the appointed leaders and decision makers supportive of the issue? We know that's not always the case. Another dimension is community climate. So what are the community's attitudes toward the issue? Does the community view substance use as inevitable as... Are prevention attempts futile, or are they really empowered to take action and believe in the possibility of change? Community knowledge about the issue.

Jess Goldberg:

So how knowledgeable are community members about the causes and consequences of the problem that you're trying to address and their impacts on the community. And then finally, resources. So things like people, time, money, space, how much of that is available to support efforts? And so all of that rolls up into community readiness and is basically how a community rates in each of those dimensions. And again, remember, it varies within communities across dimensions. And then again, that's a point that we can't stress enough, but community readiness can be described by nine different levels that you see on the screen and I'll just quickly talk about each one. And that they move, stepwise, from left to right or from bottom left to top right on the screen. And so no awareness... This is really what a community just doesn't see, an issue as a problem, at all.

Jess Goldberg:

And the second step or stage in denial or resistance, there might be some community members that recognize that issue is an issue or the issue is a concern, but maybe they don't think it's happening specifically in their town or they're into denial in terms of how much of a problem it is. Vague awareness is when there's consensus that the issue is an issue, in this stage, but there's no real immediate movement to take action around it. Pre-planning is when people in a community realize something needs to be done about this issue. There might be some groups or pockets of people taking action, but

there's really not that much focus or coordination. Preparation, community leaders begin to start planning legitimately. There's some small, but very tangible amount of community support. When you're initiating an initiation, there's activities going on and stabilization, there's experience and support among the change agents and community stakeholders within a community.

Jess Goldberg:

In confirmation and expansion, there is some efforts in place, the community knows how to access those prevention efforts, they feel comfortable using the services. There are data being collected about the work and people are supportive of efforts to expand prevention efforts. And then in level nine, there's this high level of community ownership. The community is knowledgeable about the issues at hand. They use the data they have to evaluate and guide their efforts. And the community can kind of take what it knows about addressing this issue and apply it to other issues. And so those are the nine stages of readiness. And once you know your community's level of readiness, you can plan your efforts to start at that level and help your community move to the next level and the next level, and continue moving them [inaudible 00:45:09]. And working in this way actually conserves resources, because we're not wasting our time trying to implement strategies that won't be welcome in the community.

Jess Goldberg:

And because we can figure out our community stage of readiness easily and quickly, so that we can educate our community members appropriately to increase their recognition and ownership of the issue. And so this is a really culturally appropriate tool and that it honors the expertise of locals within a community to lead change efforts, to take this sort of stepwise and manageable change process and make sure that it reflects the community's own vision for the change that it wants to achieve. And so that's a lot about the Community Readiness Model, but I think it's an important one to make sure that we're all familiar with. And then we're going to just explore at a really high level, this idea of change management, which is something that was new to me not long ago. And it's something that's typically used at the organizational level and it can be used in communities to kind of think about when the need for change becomes really apparent and you have to figure out the right steps to make that change happen.

Jess Goldberg:

And this is really key, it's important to use what is known about effectively managing change processes in our work because so many change efforts fail. I mean, the whole idea behind these presentations, these webinars is that change is hard, right? And it's by learning about what goes into effective change that we can increase the likelihood of our own success. And that's where change management models come in. So change management models provide specific guidelines to help organizations through the process of planning and implementing change more successfully. These are really the best practices that we can draw on during our own change efforts. So there's lots of them, there's lots of change management models, and we're going to name and highlight just a few and a few of the things that they have in common. One of the factors that they have in common, really, from the get-go, is the need to get buy-in from stakeholders during any change project if you want to have any hope of being successful.

Jess Goldberg:

One change management theory is called the nudge theory, which I love. And it's all about buy-in, right? About thinking about the intended change from the perspective of an employee within an organization making the benefits really clear to them about the change. And then not being top-down in the process, but communicating very openly, asking for feedback, and literally kind of nudging them toward the changes that you want. Another change model that you may be familiar with is called Lewin's Change Management Model. It's named for its creator, Kurt Lewin. It was developed in the 1950s, talks about change having three steps. All of the models I'm going to share now have these sort of three steps, a before, a during, and an after step. So the first step in this model is to unfreeze, which is the preparation stage. And so you unfreeze by analyzing how things are going right now, so you can figure out what kind of change is needed to get desired outcomes.

Jess Goldberg:

You begin to communicate with employees why the change project is important and what they can expect so that everyone that's impacted by the change can be prepared. The next stage is the change or the implementation phase, where we put the change into practice. It's so important to keep communicating and providing support to all involved. [Kelly 00:48:35], great question. We don't have individual slides on these. We're just going to summarize them here, but we're happy to share links for more information about them, if that would be helpful. And then finally, in this model, you unfreeze, you change, and then you refreeze, right? Which means you make sure that you don't fall back into the old way of doing things.

Jess Goldberg:

And so organizations would take very intentional steps to make sure that the changes stay in place, holding each other within the organization accountable for the change, making sure that it's enforced, if it's something that's enforceable. All of these things would have to go into kind of refreezing into a new normal. Joan, you're in one of those communities. If you want to say a little bit more in the chat, we'd love to hear more or feel free to unmute truly, if you're comfortable. Anyone who wants to add a comment, feel free to unmute and jump in at any point when we ask these discussion questions. The chat's always fine though as well. So the second model I'm going to introduce is called the Bridges Transition Model. That actually really focuses in on the emotional experience that people go through during a change.

Jess Goldberg:

And it suggests that organizations really should, and they have a responsibility to help guide their employees through those emotions. And so these all have three or so stages. The first change is about ending or losing or letting go. For many people, the first reaction to change is this resistance that's born of fear or discomfort. I shared last week that my colleagues and I are moving office spaces, when we go back to our physical works space later this year. And for me anyway, there's this real sense of loss about the space that we're leaving, even though we haven't really worked in it for nearly two years on account of the pandemic, but it still holds a lot of fond memories and sentimental value for some of us, right?

Jess Goldberg:

So I'm in that kind of letting go phase right now. Then in this model, there's this neutral zone, right? Where the change is starting to take place, and we're stuck between the feelings of letting go of the old

status quo and welcoming the new. And it's a complicated emotion that's likely to be felt. And then there's the new beginning. And then if that's handled well, once that change is in place, people are going to enter a stage of acceptance and comfort with the new way of doing things, and it takes time to get there. And this model really suggests that leadership can anticipate and meet these potential emotions head on. And by being really explicit about what's happening, they can help their staff not to have to experience those more painful emotions as powerfully as they would otherwise. And thanks, Joan, totally hear you. And I just wanted to give you the opportunity in case you wanted to, but no pressure at all.

Jess Goldberg:

And you can see that those first two models that I shared follow that inverted bell curve on the screen, right? Where we start with the status quo, we go through this process of change that can bring up challenging emotions. And then we get used to and comfortable with a new normal, ideally. Last model I'll just highlight is the sets here, change management methodology. It's actually created by a family therapist of the same name based on what she saw families that experience change and how they go through that process, and it also applies to organization. We start out kind of in the late status quo, we go through a resistance stage, which is natural. Again, a very natural response that many people have when change is first introduced.

Jess Goldberg:

Then we go through maybe a degree of chaos when the change is starting to be implemented and there's still confusion and resistance, but eventually, groups will go into this integration phase when productivity begins to level out and there's acceptance. And then there's a new status quo when we all settle into that new normal experience within our organization or group or community, right? And one of the things, again, that these models have in common is they do emphasize how important it is to center on the experience of employees during a change process, and to make clear frequent communication a top priority. And I think that has real importance for our work in prevention as well. And so there's not one change management style that's best across the board, but we think knowing a bit about them will let you choose approaches that can best suit your change related needs or help you to pick and choose elements from different models to implement that would best fit the context that you're working in.

Jess Goldberg:

And so this is, I know, a very quick overview. Hopefully, there's some key takeaways you can bring back to your coalition or agency or any other setting that you're leading change work in. And so at the community level, when we think of strategies, as far as making change, we're often talking about our suite of environmental strategies. So efforts needed to get policies adopted at the organization or municipal level, the need to enforce those policies, right? Since having the right policy in place won't get you very far if it's not enforced. And that enforcement increases the likelihood of compliance, which in turn would help create those changes that the policy was intended to create in the first place. And then media strategies that go together with policy enforcement that we often use to help increase knowledge and awareness of a substance misuse issue and its consequences, but that can also help build support for new policy efforts and enforcement efforts.

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Jess Goldberg:

And then, also, anything that we do to try to change community norms through education or awareness raising to give people the information they need to create new knowledge that will help shift their attitudes and beliefs ideally, and then eventually, their behaviors, right? So social norming with parents, for example, most parents don't host parties where youth can drink alcohol or use other substance. One community I worked with knew from their data collection that Thanksgiving weekend was the biggest drinking weekend of the year for kids in town, because older siblings and friends came home from college and bought booze for their younger brothers and sisters and their friends.

Jess Goldberg:

And so they did this great social marketing campaign, be the designated grown-up, to try to change that norm. And similarly, in the school community, efforts to normalize abstinence when most kids believe their peers are using substances to encourage kids to be kind to each other, despite whatever clicks they might belong to and to help students connect to trusted adults, so that every student has at least one adult in the building they could connect with. All of these approaches can help to shift the dynamics within these communities, because these are all really examples of communities, shift those dynamics to positive directions and facilitate changes that can protect youth from substance use.

Jess Goldberg:

So as you know, policies are standards of behavior that are formalized and embodied in rules, regulations, and procedures. So there are big P and little P policies. Big P, working at the society and community levels with broad power of enforcement and far reaches, and then little P being more at the organizational level, they might be formally written or they could be more informal here. We're looking closer at policy because it's such an integral part of a comprehensive prevention approach. More on that on the next slide. Policies are sustainable. Once they are set, they're easily communicated and sustained, until such time when conditions change and they have to be reevaluated. They're cost effective, they're efficient. Again, broad reach and are a more efficient way of changing behavior than working directly with a hundred thousand individuals, right?

Jess Goldberg:

They can reinforce other interventions at the individual and family level. And they also create an environment that supports reductions in use, because conditions in a community when there's a policy in place, now support behavior change in the majority of the community when it is formalized by that policy. And then actually, generally speaking, environmental strategies are just a great way to make health or healthy behaviors the easy choice, right? As they can be really responsive to new substances and changing attitudes. Not to say that policy change or work is easy, but it is a way that we can address those emerging issues as they arise. And so you can see some examples of different types of policy on the slide. Retailer training or a hundred percent proofing may be policies at a restaurant or bar or convenience store. Social host laws or alcohol outlet density restrictions are policies that you might see at a municipal level or higher. School substance use policies, at the school or district level. And then limits on the types of events at which alcohol could be consumed is again an example of a community level policy.

Jess Goldberg:

So again, all of these need to be enforced to be worth anything and promoted among community members through media channels among other ways so as to educate them about their existence and scope of these policies. Okay. So last slide on community level change and then I'll hand it over to Ivy for societal level change efforts. And here's our key takeaway for change at the community level. This is probably the most important thing I'll have set today by the end of the session is to... It's probably something you all know or know intuitively. To make an impact on the problems and needs we've identified in our communities, we need to implement a comprehensive mix of prevention strategies at different levels of the social ecological model. You can think about all of these various programs and strategies that you implement as a constellation, right?

Jess Goldberg:

Each individual approach is unique in and of itself. And it's so important that there are connections between them. And that really link back to your logic model or your own specific theory of change for your community. So if you've identified alcohol as a major issue in your community and know that risk factors driving youth alcohol use are parental attitudes towards substance use, social access to alcohol in the home, and perceptions of peer use, then your comprehensive mix strategies or your constellation might look like what's on the slide. If you had other factors that play in your community, maybe retail access to alcohol and favorable community norms, then your constellation would look different. But it all has to link logically back to the problems and factors that you've identified, and to the outcomes that you hope to achieve through your efforts, right? So change on the community level, really, is the sum total of all these things together implemented over time.

Jess Goldberg:

And it's not quite as simple as simple math, but there is a logic to it. And implemented as intended with that solid conceptual grounding in why you expect your selected mix of strategies to achieve change, you would have every right to reasonably expect that your efforts would contribute to positive effects on your identified problems. And so I'll just peek in the chat because I saw a comment that I wanted to respond to. So [Laurie 00:59:51], change is especially scary within an organization because buy-in might not be welcomed by everyone, fears come about for many reasons. And you shared an example, will I fit into this change, will it change the atmosphere or tone of the organization, will I still have a job after this change, and what if the change is not sustainable, can we go back to the original way? These are all questions that come up during that phase, which brings resistance.

Jess Goldberg:

But once buy-in comes, the majority of the whole organization will inevitably benefit. I think that's really well said. And you're making me think of... We went through an organizational restructuring at our organization and we were combining portfolios, so groups of projects together. And I remember someone in this meeting that we were having to talk about the changes asking, "Will I still have a job when we combine these portfolios, " or, "Are there going to be redundancies and are there going to be layoffs?" And at the time, it hadn't even occurred to me that that was possible, but it just shows how naive I am. And thankfully, the answer was no at the time, but I think your comments really bring up that visceral feel, that fear that people feel when the status quo is threatened. So thanks so much for

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sharing that. And so that again is the community level. Lots more we could say, but now I'm going to turn it over to you Ivy to walk us through some considerations relating to societal level changes, so the floor is yours.

Ivy Jones-Turner:

Okay, thanks Jess. So I'm going to talk a little bit more about some of these changes at societal level. I think as most of us know, society, excuse me, changes in society often are really complex and they come across in a number of different ways. According to most sociologists and most historians, social change is that transformation that happens in a culture, in the institutions, or in the functions of a society. And the recognition that most of those changes aren't instantaneous, that they actually take a while. We may see some flash points in which things seem to change suddenly, but very often, there's this trajectory of events or activities or context that preceded that. There are a lot of parts that are at work and a lot of forces that are at work in social change. And as the comment was made by Laurie, there are challenges to the status quo with social change.

Ivy Jones-Turner:

And so there are a number of forces that might need to be responded to in terms of social change. But of course, one of the things that we recognize, also, is that according to sociologists, all societies experience some types of these changes at some point or another. And we can think about a number of different examples that we have, regardless of our age, even been part of. Just think about the technological changes that have happened with smartphones. So regardless of whether you are in a city that is very technologically advanced, or maybe you're in a very remote, rural community, in most places around the world, smartphones are available. There are many places where smartphones are actually used more frequently than other institutions that might exist, such as a public school system, or even in some places, consistent governments have changed while smartphones have still been in existence there.

Ivy Jones-Turner:

But we also, on a more local level, we can think about some of our attitudes concerning sexual behavior, our attitudes around money. And the fact that we have cash, we have also Bitcoin or other electronic methods of payment. But all of these represent some changes in social organizations, institutions, and even people. So as we switch over to our next slide, we're going to ask you about some of the social change efforts that you've been part of, and would love to see any responses in the chat. Are there any that you can think of that a societal level in particular change efforts that you've been part of? Are there folks here who might have been part of protests? Whether it be protests for or protest against something. Is there anyone who has been part of, another example that's come to mind is a societal change around substance misuse in terms of voting and how maybe the laws in your state have changed with relaxation or elimination of criminal penalties for marijuana use, or even voting for recreational marijuana use?

Ivy Jones-Turner:

Oh, I see a couple of comments that are coming in now that protesting broadly for law enforcement or police in schools in the presence. Also, using prison ministry as an opportunity. Laurie, would love to hear a little bit more about how you use or how the groups that you've worked with have used prison

ministry as an example of societal change, and really promoting that societal change. I see Tara has noted about biowaste of vaping. So linking both substance use, along with climate change and environmental justice issues. And yes, for many of us throughout the country, we are either exploring some of the questions that Julie has noted in terms of legalizing or decriminalizing adult use of cannabis. Charles has also noted the same thing in his community. And so what we'd love to do is just kind of share a little bit more about some of the theories that underlie how these social change efforts have been driven and what are some of the strategies that have been emphasized.

Ivy Jones-Turner:

So as we go to our next slide, and I'll just note here... For those of you who have started, excuse me, started typing into the chat, continue to add your comments into the chat. Here, what we'd like to do is just kind of note, and we've got a quote from one of our famous singers. I thinks it's Bob Dylan. The times, they are a changing. A recognition that in many ways, for the last 50, 60, almost 100, well, actually, a little over a hundred years, the use of protests have been a popular way of promoting social change. And in some cases, we've seen those successfully achieved, and then other cases, we've seen them not as successfully achieved, not garnering some of the response that was anticipated. And so I think Kelly has noted a perfect example of how social change and protests have really come together in terms of the precedence or the recognition of people with disabilities and the disabilities rights campaigns.

Ivy Jones-Turner:

Yes, definitely those examples. And so Laurie, I think it's a really interesting example that you've noted in terms of prison ministries as a way to provide that one-on-one support and encouragement to individual inmates. There is also, and some of you may remember this, but during the second Bush administration, there was a campaign called the compassion program. It was actually a grant program that was announced by President Bush that was really focused on encouraging social change by recognizing the role that community based organizations who had often been doing local work, whether it be faith-based institutions or small nonprofit organizations, really recognizing them for the work that they had been making for years under the radar, often without federal funding, and really elevating that.

Ivy Jones-Turner:

And what that did at one level, encourage a social change in terms of our perception and understanding of who could and should be at the table in terms of providing services to meet the needs and communities, that it no longer needed to just be the really large nonprofit organizations or even faith-based organizations like Catholic charities, but really recognizing that there are very small organizations that can be involved in this. So as we go to our next slide, we're going to talk a little bit more about some of the various specific examples and theories of change. And so I want to thank you for these examples and some of these comments. Laurie, you brought back a bit of history for me just now. We want to highlight, there are three in particular, multi-linear, homeostasis, and conflict driven theories.

Ivy Jones-Turner:

So starting with the multi-linear, this is a theory based on Darwin's evolutionary theory, with idea that societies are always going to grow or mature to the next level or the next stage of a more advanced or

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complex stage of development. Really, if you think about the stages of development that we pair with or we outline for human development, you go from an infant to a toddler, to a child, adolescent, and so on. Now, one of the interesting things about this model is that initially, with this theory of change, societies were assumed to be on a single trajectory, a single line, and a single method of development, so that it was assumed that all societies would experience the exact same changes. And those changes would occur roughly at approximately the same time. Unless, there was something about that society.

Ivy Jones-Turner:

What we've come to or what some of the later proponents of this theory of change have outlined is that maybe there is not a single method of development or a single level and stage of development for each society, but rather that societies can be on many different trajectories. And that those trajectories may actually go, not just in terms of forward, but may loop back. And therefore, the society experience regression in some way, but that societies can really take multiple trajectories and paths, and that they are not always guaranteed to move forward. And if you think about that, maybe more along the lines of a decision tree. One of the critiques about this theory is that it does not take into account some of the understanding of the role and the, excuse me, the perception and the approach and the way that we've even studied societies that have been different from Western society.

Ivy Jones-Turner:

So the way that maybe we've looked at and studied societies in different parts of the world, societies of different ethnic or racial groups. And there's a recognition that some of the theory of multi-linear change in a society might actually be missing some key gaps and key understanding of how societies grow and develop over time. The second theory is homeostasis, and that theory describes society's working towards equilibrium or harmony. There's, in this theory, the expectation that changes in one facet of society drive a balancing change in another facet. So similar to a seesaw, accordingly, in this theory, industrialization or as the Protestant Reformation occurred, the role of agriculture and families, or monarchies in the Roman Catholic church as an institution, all correspondingly, excuse me, decreased to balance the social changes that were occurring with industrialization, or the Protestant Reformation, and the progress that was made in those areas.

Ivy Jones-Turner:

Again, one of the critiques with this model is that it doesn't necessarily explain why and how social change comes about. It really focuses more on social order and equilibrium, and it downplays or ignores the role and the efficacy of the individual in society. And so, as a result, the change that's prompted by an individual or a small group of people who stand up to institutions isn't necessarily outlined or accounted for in this theory. And I'll give you an example, if you think about Gandhi or the young man in Tiananmen Square who stood up against the tank, and then what that prompted from others. Both of those led to social change, but not necessarily did it represent social change that was happening within an organization or an institution. And then just the third model that we're going to talk about today is that model of conflict. And in the conflict theory of change, the idea is that there is a precipitating event or situation that causes, basically, an uprising of very powerful, often violent response.

Ivy Jones-Turner:

There are many examples that I think we can think about. Some of these are those uprisings that lead to war. Some of these are also the uprisings that have led to change in terms of Stonewall and our... The Stonewall uprising, for example, and our response and our engagement of the LGBTQ community. One of the challenges with this theory is that it also [inaudible 01:15:44] can address complex social problems. And therefore, it requires collaboration across multiple organizations. But in addition to that, those organizations, those partners are all united behind a common goal, very often, a singular common goal. They share this data, they use consistent definitions, tools. They regularly review the data and regularly review their experiences and processes, so that everyone knows how each other is performing, individually, and how the group is performing as a whole. And that that can be integrated into the learning process.

Ivy Jones-Turner:

And then what it also does is that it engages a backbone organization. One that leads and creates a culture for the group that promotes that ongoing learning, that openness, that shared accountability, all of which tend to be a little bit newer for some of our collaborations and partnerships. But also, that backbone organization helps drive the group in building consensus throughout any experiences of challenges or decision making. And so what we want to just note is that collective impact really builds on the strength and capacity of the group, as well as the individual members that are part of it. And it really has been, I think, for many of us in any kind of behavioral health and collaborative interventions, with the advent of the article in the Stanford Social Innovation Review back in 2011, we've been really excited about this, we really have found that it makes, not only a lot of our efforts more powerful and effective, but really have been learning opportunities for us.

Ivy Jones-Turner:

Now, we recognize that there are some of criticisms that exist for the collective impact theory. I'm not going to go into those right now, but there is a recent report that has been put out by the Stanford Social Innovation forum, excuse me, Social Innovation Review, that looks at collective impact 10 years on, which was just last year. So as we go to our next slide, what I want to just highlight for you is that there are a couple of other examples of societal level prevention strategies. Many of these, again, familiar to you. You've got public awareness raising, which speaks to one of the strategies, very important for those who are at that very basic level of community readiness. And it's really making people conscious and aware of the problem or issue. Education really focuses on providing learning experiences and are really targeted towards the different populations.

Ivy Jones-Turner:

The idea is to provide capacity building opportunities so that they are able to support the, excuse me, the society in terms of making change. And again, educating on language or strategies to use, think about the Talk. They Hear You campaign from SAMHSA. We have advocacy, which is really taking it to the next level of raising levels of familiarity with an issue and promoting action, whether it be policy, or availability and access, or social change in attitudes. We also have community organizing and social action, both which begin to empower communities. And for community organizing, it's really active participation from the community and engaging the community. With social action, there is much more of a confrontational concerted, excuse me, concerted action or concerted effort that's integrated into that strategy. So as we go to our next slide, we want to highlight for you little bit more about advocacy.

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Ivy Jones-Turner:

I'm not going to spend a whole lot of time because we really want to get to some of the discussion points that we have for you, but in particular, I want to just highlight for advocacy, many of you are probably already using this as a strategy. And what we want to encourage you to think about is how can we, as preventionist, continue to integrate that next level of engagement of our communities and individuals in the role of advocacy? Really taking action to support the idea or the change that we're looking to see. We want to kind of think a little bit more about this. And I'm going to move on to our next slide, because I really want to highlight that advocacy here is really thinking about that as a strategy, that as a way that supports, that possibly can really support our role and our ethical responsibility to walk the walk and talk the talk as preventionist.

Ivy Jones-Turner:

In particular, I'll just note a couple of things that I think are, excuse me, a takeaway for you. One is thinking about where and what are the changes that we as individuals, we as preventionists that are members of organizations and therefore, operating at that community level, and where are we as members of society making changes? What are the changes that we need to make individually and on up, and what are those changes that we need to be attentive to? What tools do we need to make those changes? And so, as we think a little bit more about that, I'm going to bring Jess in who will lead us to talking a little bit more about some of the personal changes that we might want or need to make in order to be effective.

Jess Goldberg:

Thanks, Ivy. Thanks everyone for hanging in here with us. We're going to begin wrapping up our session today. And to reiterate just a few of the key points over the past two sessions that we're hoping we're all going to come away with or from this with, change is normal, it's necessary for progress. It takes time and intention. And we believe that by understanding some of the theories behind change processes, it'll help us become more effective as change agents, leading change efforts in our communities. And so we have a few minutes left and as we begin to kind of wind down, we just want to ask you to take a moment to reflect on everything we've discussed here, including what Ivy has just shared in terms of our own kind of ethical responsibility to grow as preventionists in this work to better affect change.

Jess Goldberg:

I mean, we want you to think about a change effort that you were a part of, at any level. An individual change effort within yourself, something within your family, or other peer relationships at the interpersonal level, a community or organizational level change, or one of those societal change efforts Ivy just walked us through. And then think about this question, sort of like a flow chart. So holding that change effort in your mind, if you would say it was a success, think about what went into that effort to help it be so successful. What were some of those key ingredients present that made it that way? We're going to try to distill out a few of those necessary elements for change success, right? So that's if it was a successful effort. And if you're thinking back to a change effort that wasn't ultimately successful or might still be in progress, think about what you think might have increased its chances for success, or what could help it be successful moving forward, right?

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Jess Goldberg:

What could have been done differently or what could you do differently now to make it more effective? And so it's a big question for the end of our session, but we're hoping to crowdsource just a little list of elements make for successful change based on your experience. All of the theory and all of the ideas we've shared are so important, but really, you're the experts on the ground doing this work. So if you have any ideas about what are the essential necessary elements for successful change, please feel free to put them into the chat and we'll go from there. So we'll give you a minute to wrap your mind around the question, things that you've seen to be super, or known to be super important, super impactful in terms of making those positive changes at any level. Remember, we thought back a lot of our examples earlier today in the session on the Jamboard were personal level, kind of individual level changes, but thinking about any of your work at any across any of these levels, what are those elements that make for a successful change?

Jess Goldberg:

And I can just share an example as you're thinking. One that came to mind as we were planning for today's session is the work that was done in a city near me that really worked hard to remove alcohol advertisement from city transit, from buses, from the trains, train stations, bus terminals, the overhangs at bus stops. And that was a community effort. It was a coalition. The work was really youth led. And I think that what made that really successful was that the youth were seen as not having any kind of ulterior agendas, right? They just wanted to be able to go to school and the bus was their school bus, or the T were I live. The train was their school bus, and they wanted to be able to go to school without having to look at alcohol ads the entire way there.

Jess Goldberg:

And I think that that really resonated with the city leaders and decision makers who supported that effort ultimately... [inaudible 01:25:47] step forward, two steps back is part of the process and not being demoralized, right? It is. It's very much a part of the process. So if you're still typing, please keep typing. These are some great, great takeaways, and we hope that you'll keep those in mind as you're doing your work, right? As discouraging as sometimes our work can be that one step forward, two steps back is really how change happens. And I think that's recognized by given the fact that some of our funding streams are so long term is that it takes that amount of time and that kind of effort to make that kind of community change. And so you'll see, I has put our evaluation form into the chat.

Jess Goldberg:

We really, really want to ask you to take just a couple minutes to fill out that evaluation. It's so important to us. We need to hear back from you to know what we're doing well, what we can do differently next time. And so, really do appreciate you taking the time to try to look at it, to improve our services. So that chat, the link is in the chat for you. And please, do take a minute to fill it out. And if you have any questions or additional thoughts related to this session or the session before, please feel free to reach out to us, either Ivy or myself, or both. We'd love to continue the conversation and just can't tell you how much we've appreciated your participation, you being here and sharing of yourselves and your experiences. Very motivated and inspired to go and make change in the little ways that I can as a

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TTA specialist for our PTTC, but I'll just open it up to see if Ivy, there's anything you'd like to add before we sign off.

Ivy Jones-Turner:

Just really appreciate the comments, the thoughtfulness of the comments. I think there's some great examples that folks have shared towards the end that we can include as part of not only our own personal change efforts, but also how we role model change for others and support others through change.

Jess Goldberg:

Oh, beautifully said. And thanks so much Ivy for being such a great partner in planning this webinar and being here today to facilitate the conversation. And thanks again to you all, we hope to see you on another PTTC event very soon, or cross paths with you in some other way. But if you're celebrating Valentine's Day, happy Valentine's Day, and otherwise, have a great rest of your day, and we'll talk to you soon. Bye.

Ivy Jones-Turner:

Bye bye.