

Lobby Question

When you say that you work in prevention...

- How do you describe what you do?
- What type of questions do people ask?





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PPTC

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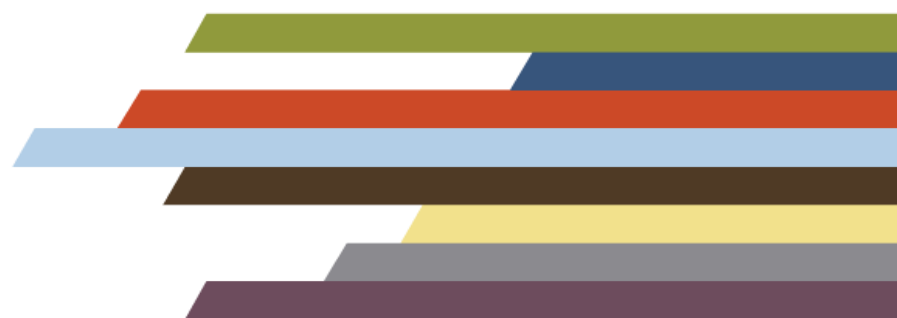
Sharpening Your Prevention Tools Series: Harnessing the Power of Communication to Promote your Prevention Message (Part 2)

Presenters

Shannon Cassidy, Training and Technical Assistance Specialist (T/TA), Education Development Center (EDC)

Clara McCurdy-Kirlis, T/TA Specialist, EDC

Clare Neary, Project Coordinator, Rutgers University



Technical Information

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D., served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration. The opinions expressed herein are the view of the presenters from the Northeast & Caribbean PTTC and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Presented in 2023.

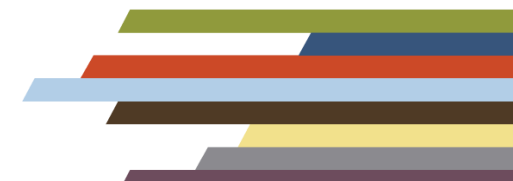
This webinar is being recorded. Following the event, we will share the recording with participants and post on our website.



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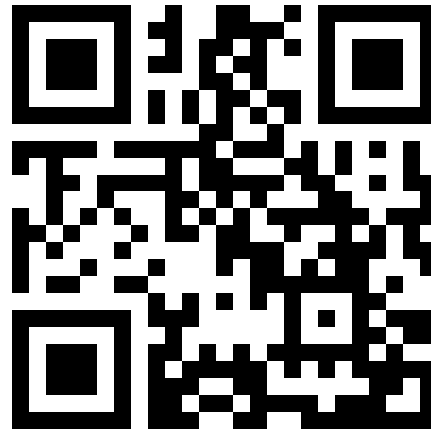
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Evaluation

Please take the time to complete a brief evaluation:

<https://ttc-gpra.org/P?s=186232>



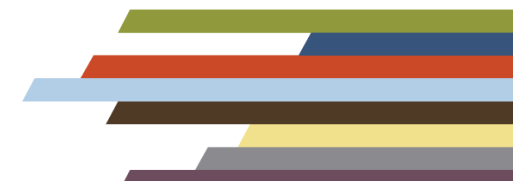
Your feedback is appreciated!



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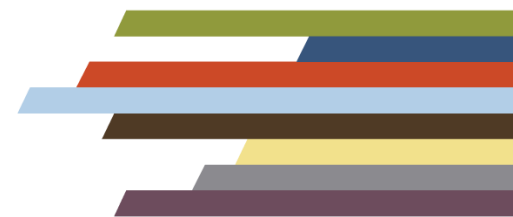
The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

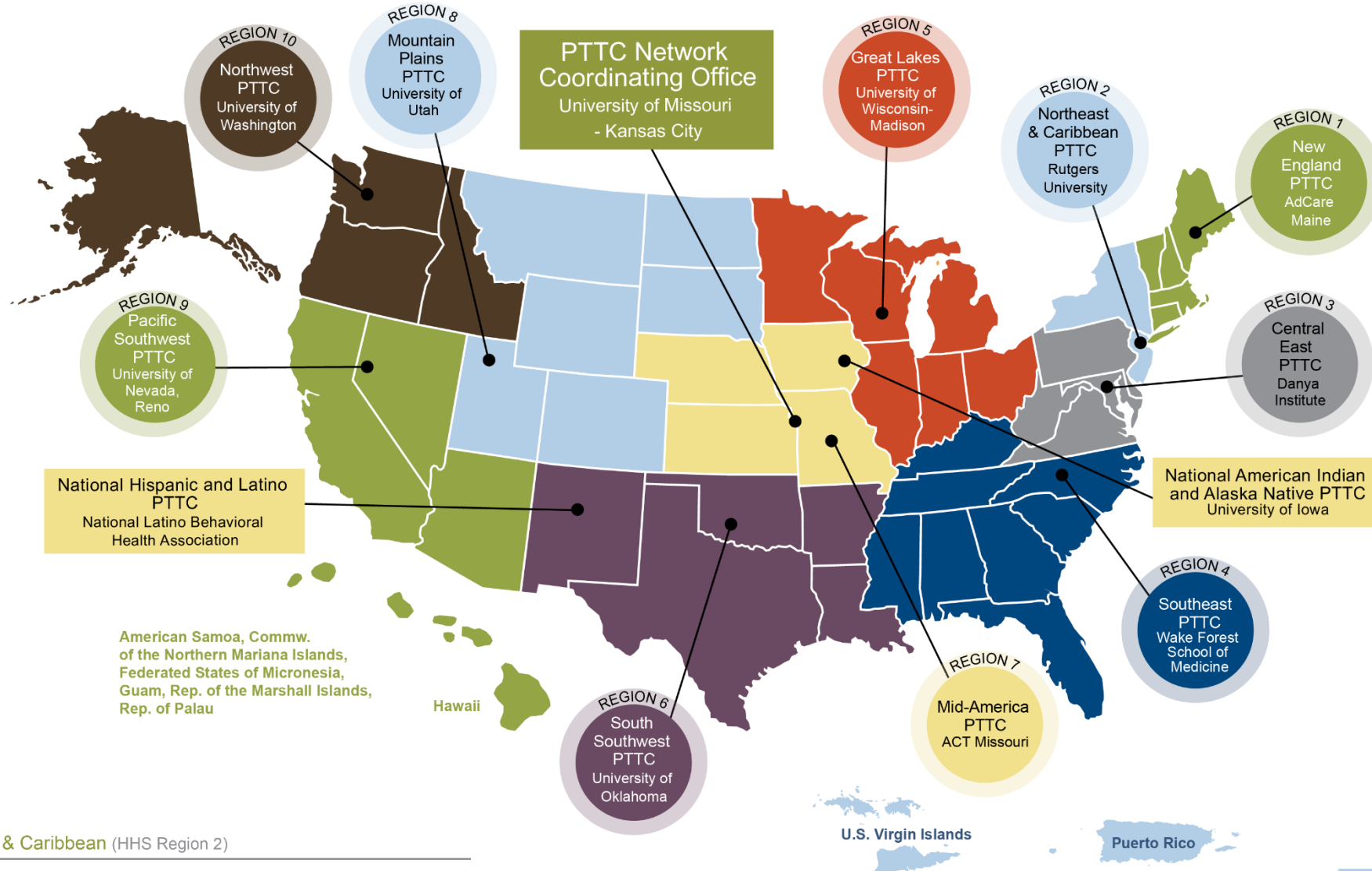




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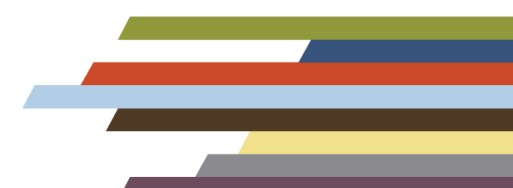
PTTC Network



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Presenters



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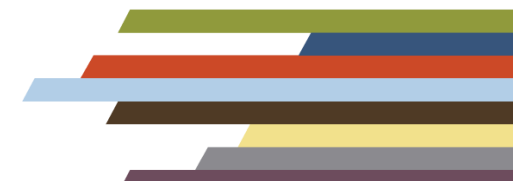
T/TA Specialist
Region 2 PTTC



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Learning Objectives

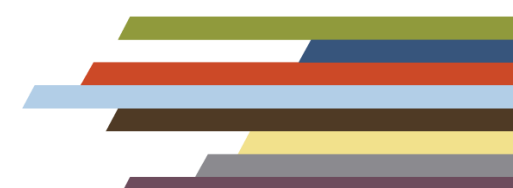
- Understand principles of communication in prevention and dig into the steps of design as it relates to promoting our prevention message(s)
- Describe best practices for creating products that support our prevention efforts
- List practices that help educate and persuade our intended audience to engage in our initiative and take action



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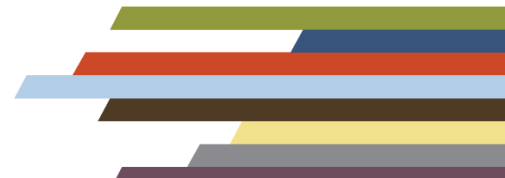
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Road Map

- Principles for communicating prevention
- Creating a compelling message
- Designing to educate and persuade: the 8 steps of design
- Reflective activity
- Summary
- Q&A



Principles for Communicating Prevention

Principles for Effective Communication

According to the [World Health Organization](#), effective communications must be:

- [Accessible to decisions-makers](#)
- [Actionable by decisions-makers](#)
- [Credible and trusted as perceived by decisions-makers](#)
- [Relevant to decisions-makers](#)
- [Timely to enable decision-making](#)
- [Understandable to decision-makers](#)



Principles for Communicating Prevention

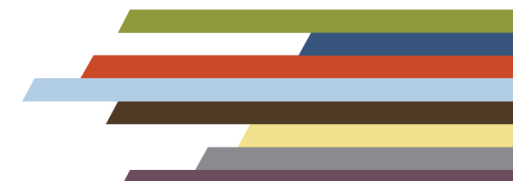
- Are **intentionally planned**.
- Are **tied to an overall strategy**.
- Are connected to other **programs, resources, or services**.
- Set **specific and realistic communications objectives**.
- Are tailored to a **defined audience**.
- Include a clear “**call to action**” in the message.
- Are informed by **audience research** and are **pre-tested** with the audience you wish to reach.
- Use **delivery channels** that are used and trusted by the audience.
- Include a **plan for monitoring and assessing** message effectiveness.



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Why do we communicate prevention?

- To highlight the effectiveness of prevention
- To transfer knowledge and share resources
- To build relationships with potential collaborators
- To deepen mutual impact of a shared goal through collaboration
- To inform the public about positive social norms



Creating Compelling Messages: art of framing

3 fundamentals about framing:

1. Frames are choices that communicators make about how the information is presented
2. Frames determine how audiences interpret information
3. Using evidence-based frames helps the public think differently about an issue



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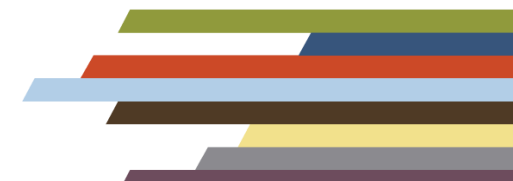
Elements of a Well-Framed Message

- Responds to cultural models by dislodging unproductive assumptions about substance use
- Uses values to explain why this issue is important
- Connects the dots between prevention, positive or negative outcomes, and public health
- Builds a sense of efficacy without relying on a crisis tone



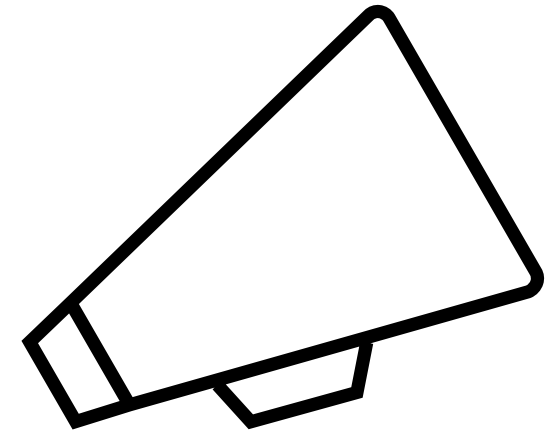
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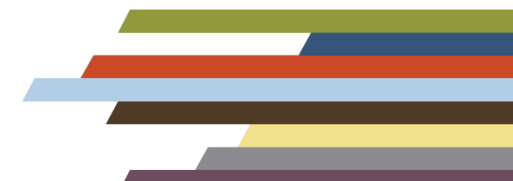
Creating Your Compelling Message(s)

1. Defining your goal: what do you want your audience to know and what action do you want them to take?
2. Identify intended audience: Who are you trying to reach?
3. Call to action: What is it that you want your audience to do as a result of your tool (handout, slide deck, one-pager, etcetera)



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What is an example of a prevention message that has resonated with you?

- ✓ What did you like about it?
- ✓ What made it memorable or persuasive?



Examples from SAMHSA's Prevention Week



 **CCCMEDSCOALITION** @CCCMEDS · May 15

The “**Talk. They Hear You.**” campaign aims to reduce underage drinking and other substance use among youths under the age of 21 by providing parents and caregivers with information and resources they need to address these issues with their children early and often.

[#talktheyhearyou](#)



talk
they hear you®

SET HER UP FOR SUCCESS IN AND OUT OF THE CLASSROOM.



talk
they hear you®

underagedrinking.samhsa.gov

[#TalkTheyHearYou](#)

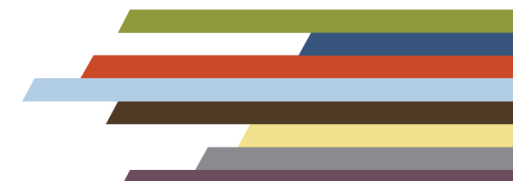


SAMHSA
Substance Abuse and Mental Health
Services Administration

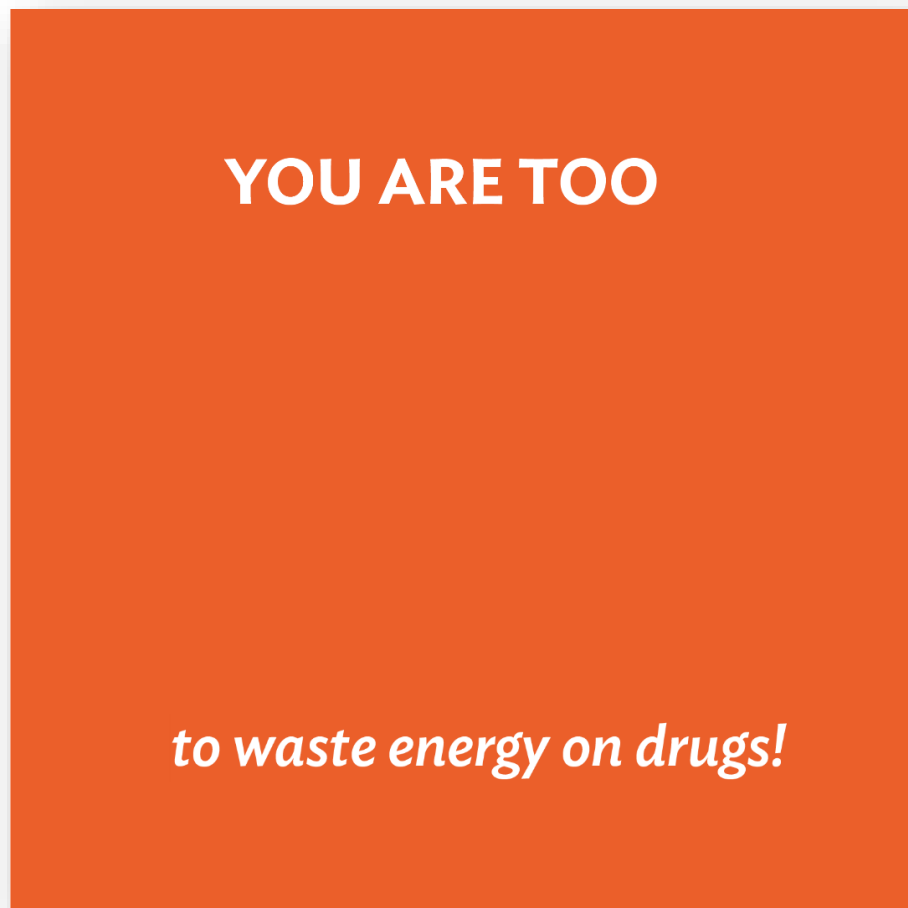


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More Examples of Positive Messaging



WHAT HELPS TEENS DEVELOP HEALTHY AND RESPECTFUL RELATIONSHIPS?

ATTACHMENT TO SCHOOL AND FAMILY

Get the Teen Dating Violence Prevention Fact Sheet

CSN Children's Safety Network

EDC Education Development Center

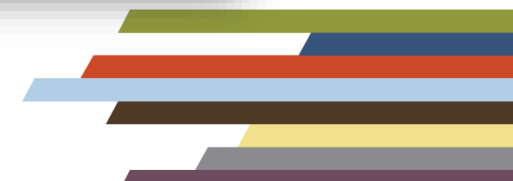
ChildrensSafetyNetwork.org



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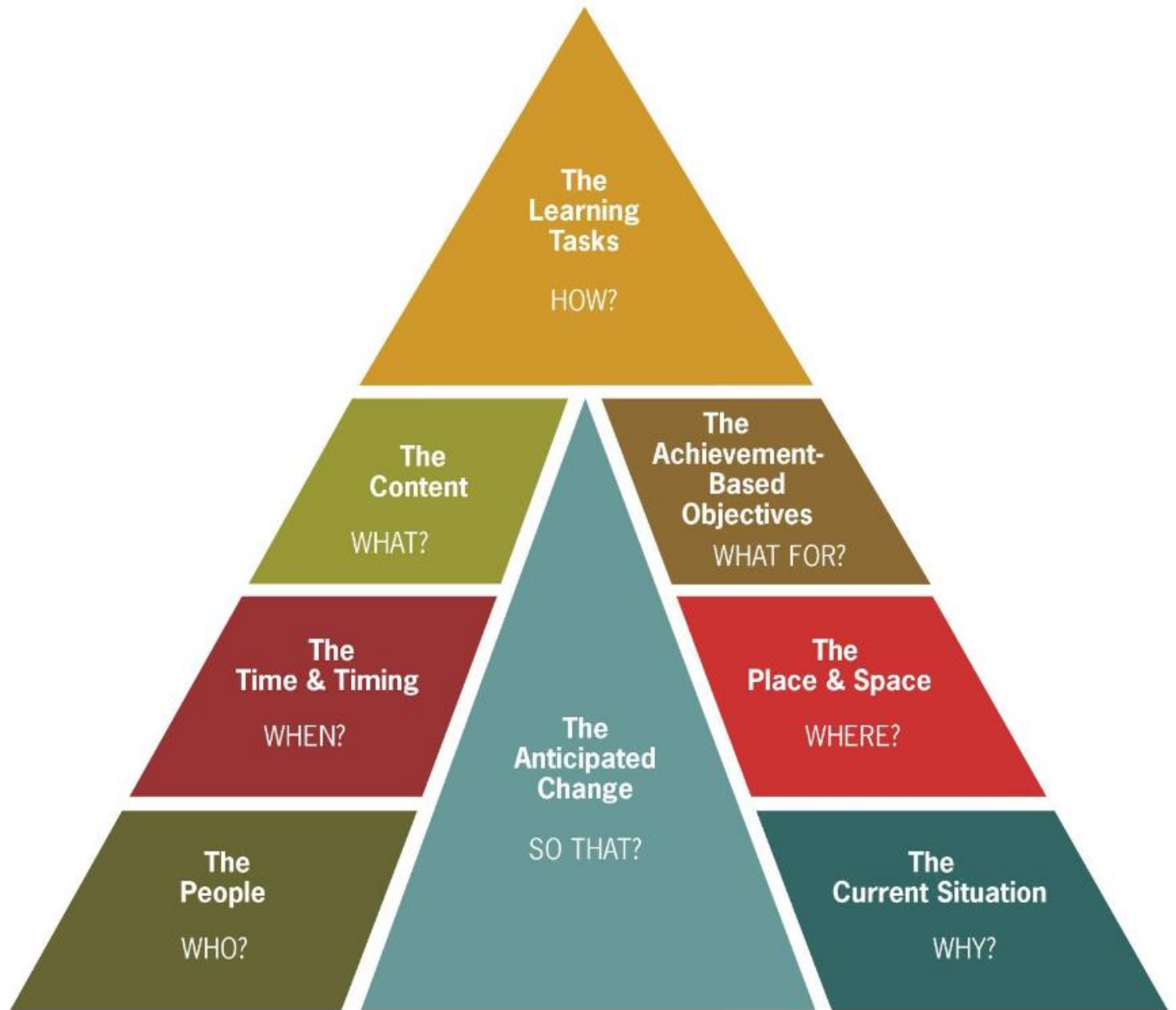
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Designing a Slide Presentation that Educates and Persuades

The 8 Steps of Design: A Learning Design Framework



www.globallearningpartners.com



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Outcomes are...



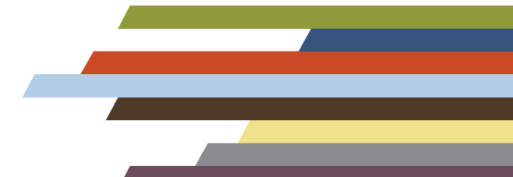
- Broad goals
- General statements about what the learner will be able to do and how they can apply what they learned
- Points audience in the same direction



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Crafting Outcomes that Educate & Persuade



These learners _____ (who are they) need to learn _____
_____ (the stated skills, knowledge, and attitudes) so that
_____ (the desired outcome).

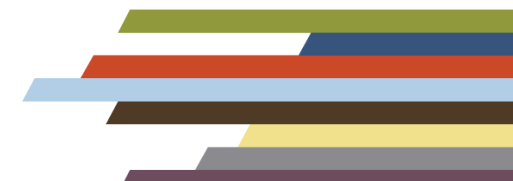
Prevention professionals need to learn how to create compelling messages in their communications products/tools so that they can reach their population(s) of focus and get their prevention message out there for the community to hear and act upon.



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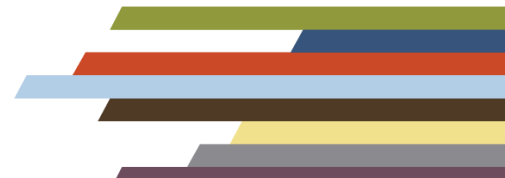
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Question

In your work, what are some of the things you want your audience to *know/think/or do*?

Please write your ideas in the chat.



Example of the Who, What, and So That

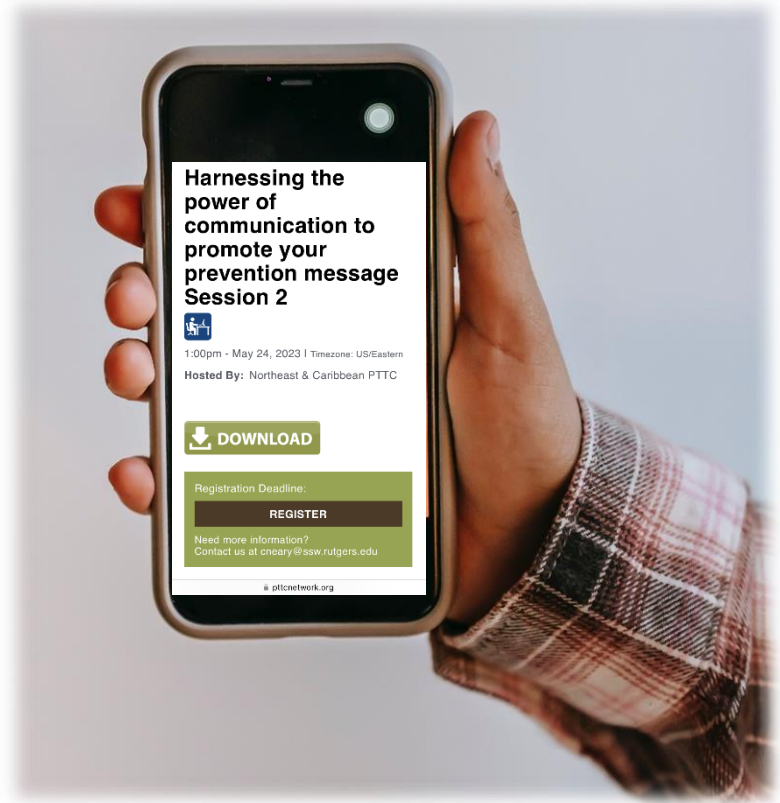
WHO: Prevention professionals with a desire to learn more about designing their product content for their audience

WHY: Many prevention professionals are looking for ways to improve their prevention messaging in the products they produce to move their audience to take action or change their perception/behavior

SO THAT: Prevention Professionals can design high quality events and promotional products and build awareness of their initiative



Defining the *When, Where, What, the What For, and the How* (Example cont.)



WHEN/WHERE: May 24th virtual webinar

WHAT: Skills, knowledge, information on designing products that educate & persuade

WHAT FOR: Learning objectives

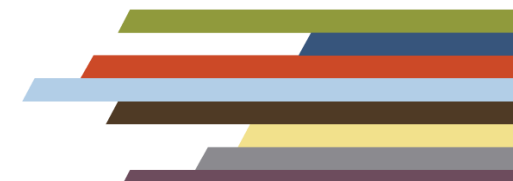
HOW: The 4 A's:

- Anchor
- Add
- Apply
- Away



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Global Partner's 4-A Model

- **ANCHOR** the content within the learner's experience
- **ADD** new information
- Invite the learner to **APPLY** the content in a new way or situation
- Ask the learner to decide how or what he/she/they will take **AWAY** and use this learning in the future

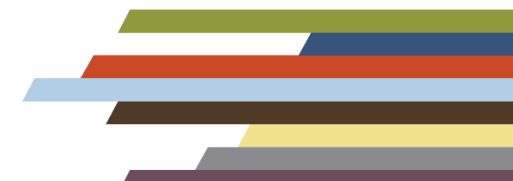
Considerations for Your Slide Design

- **Visuals/Images**
 - Limited text per slide at 24 minimum font size should allow for visuals
- **Language: CLAS Standards (Culturally and Linguistically Appropriate Services)**
 - Language should be linguistically and culturally appropriate & inclusive
- **Opportunities for interaction & practice (“Apply” from the 4 A’s)**
 - Virtual: Polls, chat questions, virtual collaboration tools
 - In person: small discussions, supplies to brainstorm and engage, opportunities to learn by doing
- **How do you get participants to engage and practice?**
 - Virtual or in-person collaboration tools
 - Handouts and other resources



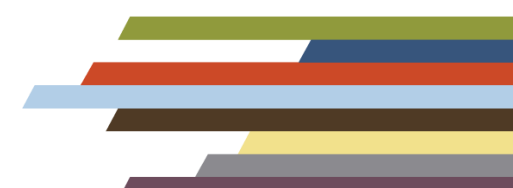
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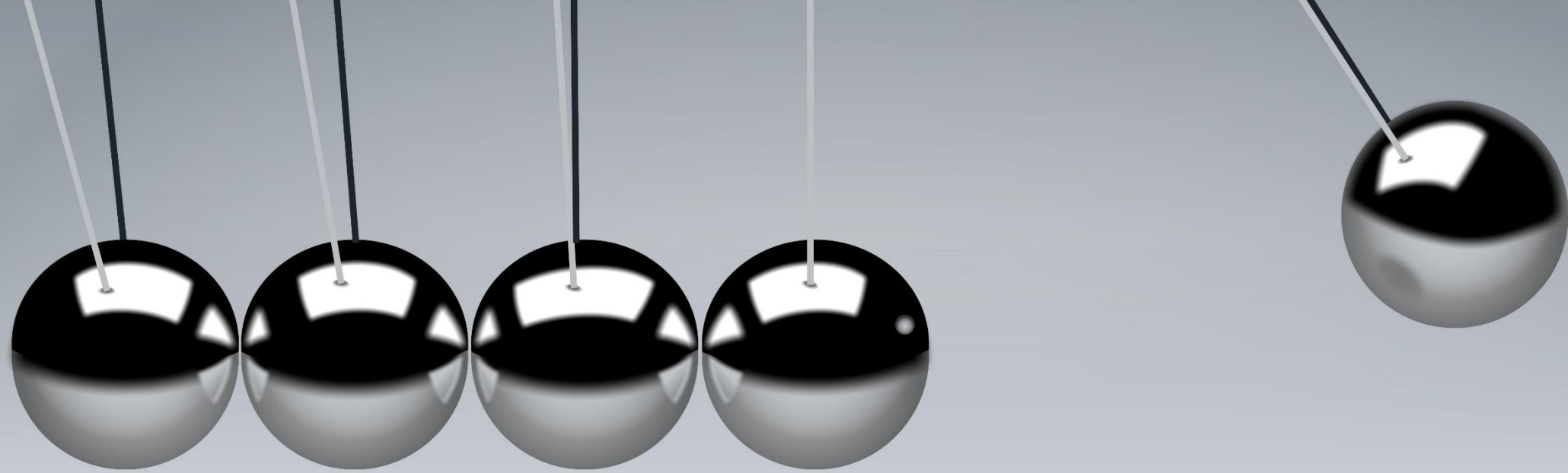


What are some of the ways in which you engage your audience?

Question



Designing Newsletters & Handouts that engage and build buy-in



Considerations

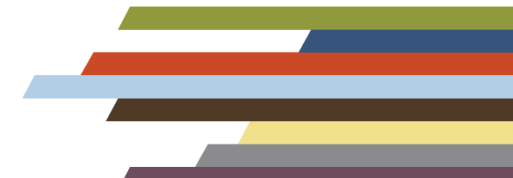
- Practice/Application/learner style
- Moving your readers to take the next step



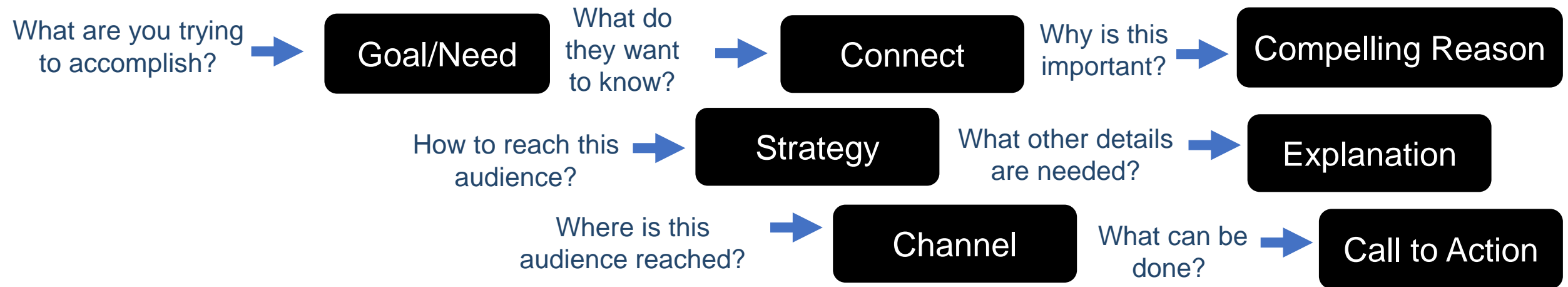
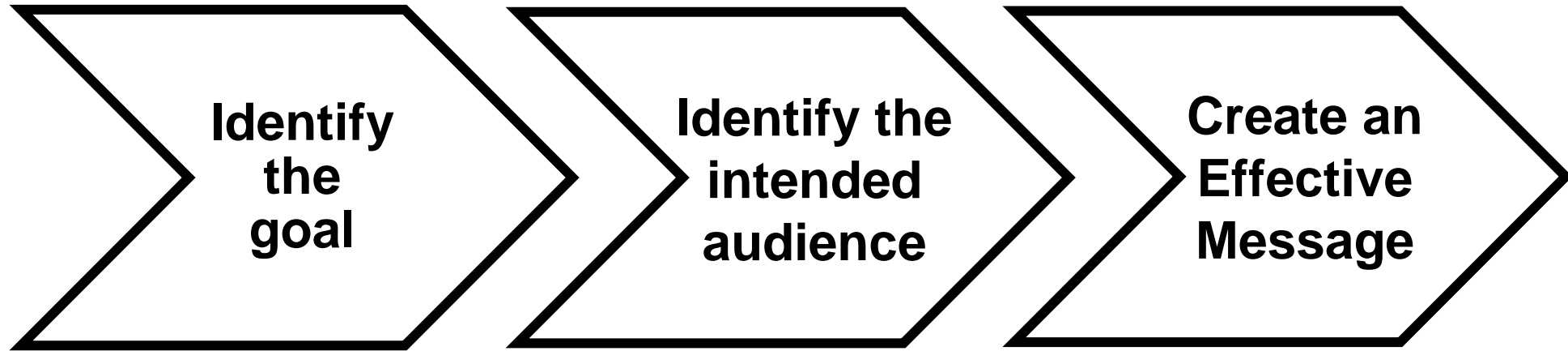
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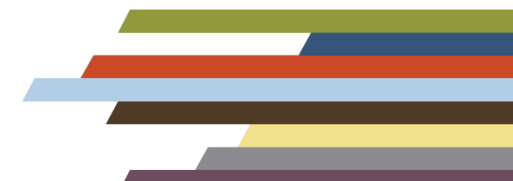


Designing Your Message and Deciding on Your Medium



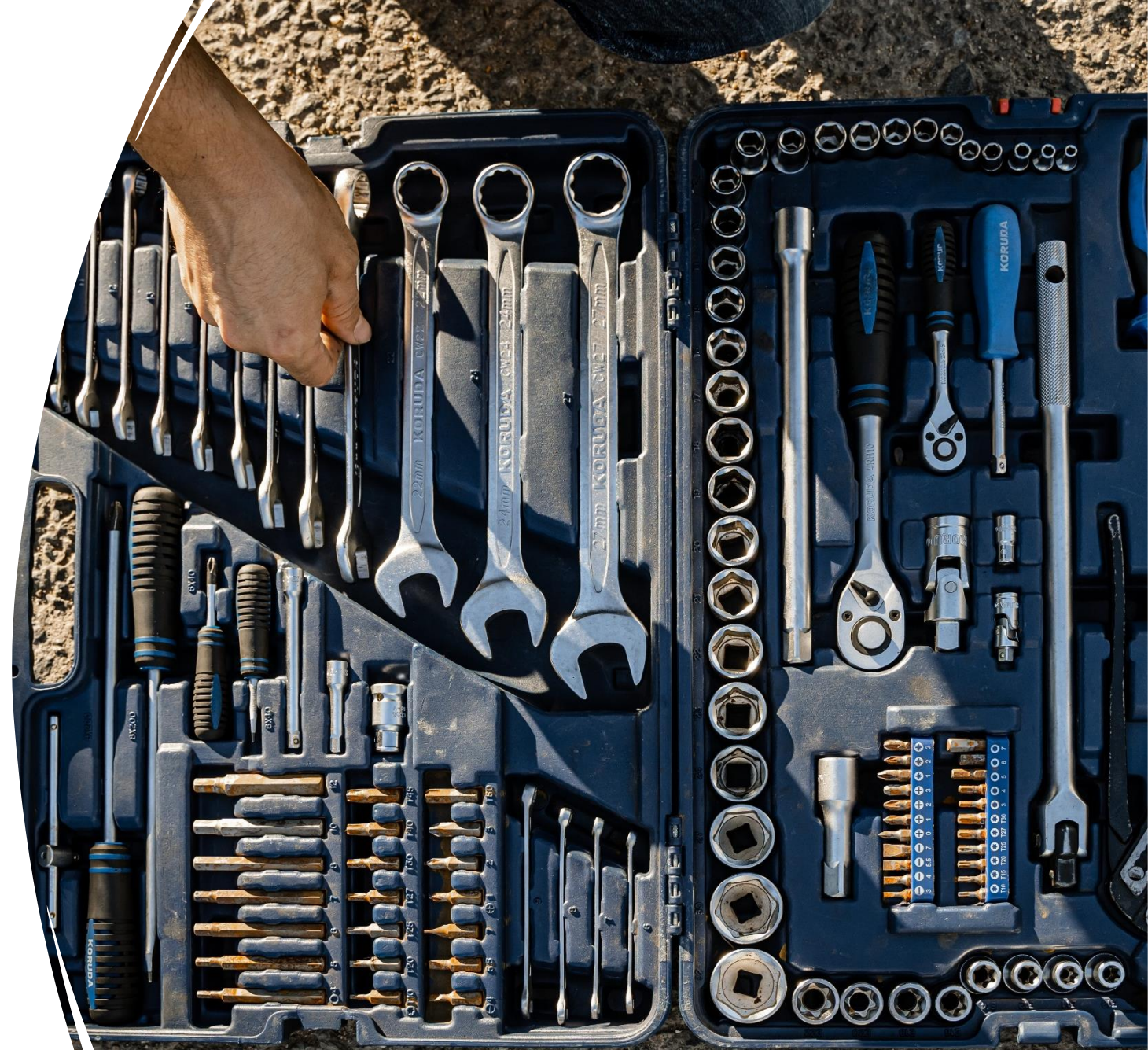
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Use Your Message to Get Buy-in

- Newsletter
- Toolkit
- Handout
- Blogs
- Other



Newsletters

- Make it fast and easy to read
- Make it mobile-friendly
- Subject Lines
- Focus on the Reader
- One page maximum
- Provide 1 or 2 clear calls to action



ROSE WONG / NEW YORK TIMES

AI Chatbots and Kids

Parents face challenges addressing the nuances of technology with kids, especially when talking about chatbots like ChatGPT. In the *New York Times*, EDC's Shelley Pasnik discusses creative ways for kids and parents to explore artificial intelligence (AI) together.

[Learn More](#)



EDC Resource

Closing the Global Book Gap

A new report highlights the work of the recently concluded USAID Global Book Alliance in Action program to improve national book supply chains so children have access to the books they need to learn to read.

[Learn More](#)



Impact Spotlight

How Does Social and Emotional Learning Benefit Students?



The Social, Emotional, and Behavior Academy serves schools and districts in Massachusetts with evidence-based, data-driven, and culturally responsive systems that ensure all students thrive.

[Learn More](#)

Toolkits

Introduction

Effective prevention practices just don't sustain themselves. To produce and maintain positive substance misuse prevention outcomes, communities and organizations need to sustain the prevention practices responsible for those outcomes. These include implementing:

-  1) **Effective strategic planning processes**
-  2) **Interventions that work**

To figure out what to sustain, we need to gather detailed information and look critically at both our processes and interventions to make sound sustainability decisions.

Your community's **strategic planning processes** include the many different decisions and connections you have made (and will continue to make) to move your prevention efforts forward (for example, collecting and analyzing data, conducting outreach to new partners, developing a plan. Time spent deepening relationships with key partners will come time to engage them in your sustainability efforts. Some of your partnerships include:

Interventions include all the prevention programs in place to address your community's priority substance misuse issues.

To determine which interventions to sustain, you r

plan. Time spent deepening relationships with key partners will come time to engage them in your sustainability efforts. Some of your partnerships include:



Prioritize a team approach: Help partners see themselves as part of your organization's inner circle and as essential to your work. Want to help you sustain your efforts if they are directly




Enhance your focus on capacity building: Provide partners with ample opportunities to build their understanding of effective prevention practices and the need for involvement from multiple community sectors. That way, they'll be able to see themselves as essential to your work.



Identify benefits of and resolve barriers to partner engagement: How can you make it easier for partners to be involved in your efforts? What do they stand to gain from their participation? Having ready answers to these questions will help you make the case for their involvement and remove any obstacles that stand in their path.



Leverage the assets, resources and perspectives of key stakeholders: Partners bring a lot more than funding to the table. Access to other stakeholders, information, lived experience, time and energy are all important resources, too. Be expansive in your thinking about what partners can bring to your table.

 **Use Tool 4. Identify Partners that can Help You** to brainstorm a list of potential organizations and stakeholders to engage in your sustainability efforts.



Using the P.E.A.R.S. model, brainstorm potential sustainability approaches for your draft goals, considering both the amount of effort each will involve and the expected impact of those efforts, using

Tool 2: Selecting Your Sustainability Approach.



Step 2. Identify resources needed to reach your goals

The next step in this process is to narrow in on the **type** and **amount** of resources you will need to secure in order to sustain your selected practices. To do this, you'll first need to document the projected costs of each resource so that you'll be able to obtain exactly what you need to sustain each practice. The trick is to focus on the minimum needed to achieve sustainability goals. If you budget too high, you may compromise your ability to secure the resource you need but, if you budget too low, you might compromise your ability to effectively get the work done.

To identify needed resources, start by writing objectives for each of your sustainability goals.

It can be helpful to break your sustainability goals down further into objectives that describe concrete milestones that must be accomplished and the resources need to achieve each goal.

Take this example of a goal from the section above:

- **Goal** - School district includes program in middle school core curriculum

Part 3: Assess current and potential partnerships

In the table below, fill in the appropriate information for partners you are currently collaborating with and those that you would like to. Assess the current status of your partnership in the blue columns if you are already collaborating. In the yellow columns, record the prevention resource gaps each partner might fill and outline the benefits each partner may experience by joining the collaboration.

Current or Potential Partner	Nature of the Collaboration (Do you and this partner currently work together? If so, how?)	Resources Currently Shared (e.g. knowledge, skills, access to priority populations)	Current Status (Is the collaboration going well/still relevant?)	Resource Gap(s) Filled (What specific resource need or gap could this partner fill?)	Value Added for Partner (What are the benefits to the potential partners of collaborating with you?)



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Handouts

- Consider what you want your audience to know in each section
- Use visuals
- Statistics or data visualization
- Invite your audience to take action by learning more (share resources) or by doing something

Women and Alcohol: Drinking to Cope in a Pandemic World

South Southwest
Prevention Technology Transfer Center

Background

While alcohol drinking rates and alcohol-related deaths have been on the rise for women over the past couple decades, the COVID-19 pandemic created a perfect storm for increased alcohol availability and drinking to cope that propelled this trend. In this brief we argue that certain biological and environmental factors laid the groundwork for a burgeoning public health crisis for women, especially women of child-bearing age. We also examine the epidemiological trends both nationally and in the South Southwest Prevention Technology Transfer Center (SSW PTTC) region, and offer practical solutions for prevention professionals to address these concerning trends for women.

Alcohol Sales and Drinking Patterns for Women During the Pandemic

Women had a
41% increase
in heavy drinking
episodes

Pollard et al. (2020) conducted a comparison of a nationally representative sample using the RAND Corporation American Life Panel (ALP) in 2019 to 2020, after social distancing had been in effect for a few months when the pandemic began. The study was conducted in response to Nielson (2020) reporting a 54% increase in alcohol sales in the weeks following the beginning of the pandemic, and a 262% increase in online alcohol sales during the same time period. Heavy drinking for women was defined as having four or more drinks within a couple hours. When comparing data from 2019 to 2020, women had a 41% increase in heavy drinking episodes, and a 39% increase in alcohol-related problems (Pollard et al., 2020). Women also had a 27% increase in alcohol-induced deaths from 2019 to 2020 (CDC Wonder).



Heart & Blood Pressure Problems

Xylazine is associated with hypertension, hypotension, tachycardia, bradycardia, and dysrhythmia. Other documented effects include hypothermia and hyperglycemia.⁵

Harm Reduction Barriers

Xylazine tests are not widely available, making detection within substances difficult.⁹ And no overdose reversal medication exists for xylazine. **Administering naloxone is recommended, as xylazine overdoses often involve opioids.**¹⁰

Skin & Tissue Damage

Xylazine can cause severe skin ulcers and necrotic tissue damage at injection sites and elsewhere on the body. One study found that almost 40% of people who inject xylazine experience skin and tissue problems.⁶

Research & Surveillance Difficulties

Xylazine is not a controlled substance. However, it is not approved or intended for use in humans.¹¹ Since it is unregulated, comprehensive data on xylazine use do not exist and available data are likely to be undercounts.¹²

WHAT IS KNOWN ABOUT THE SCOPE OF USE

98%

Seizure increase

Among DEA substance seizures involving xylazine, 2020 to 2021¹³

282%

Fatal overdose increase

Among fatal xylazine-involved overdoses, 2020 to 2021¹⁴

3,089+

Fatal overdoses

In 2021,¹⁵ with epicenters including*:

- Philadelphia: **34%**¹⁶
- Connecticut: **19%**¹⁷
- Maryland: **19%**¹⁸

*% of all fatal overdoses involved xylazine

64%

States report xylazine in outpatient screens

All five Central East states + DC (and 25 of 39 states overall) report positive xylazine urine screenings among outpatient provider clients¹⁹

Blogs

Basics

- Make your post relatable
- Give your reader something to take away
- Write in plain language (avoid jargon)
- No more than 425 words

Nora's Blog


Addiction often goes hand-in-hand with other mental illnesses. Both must be addressed.

September 27, 2022 By Dr. Nora Volkow

[Cite this article](#)

This op-ed was originally published by [The Hill](#) on September 12, 2022

Natalie struggled with a methamphetamine use disorder for more than 9 years.



©Getty Images/PeopleImages

She was one of the fortunate few to receive treatment to address her addiction, yet that help felt incomplete. Like many people trying to heal from substance use disorders, she eventually began taking meth again.

[Example from National Institute on Drug Abuse](#)

Planning Resource



8 Steps of Design – *a template*

<i>What do we know</i>	<i>What do we need to know</i>
The People	
The Situation	

Summary of Takeaways

Key Take Aways

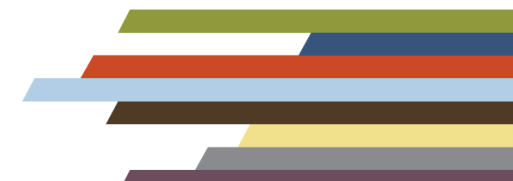
- Principles of communicating prevention depends on creating a compelling message to educate and/or persuade your audience
- The best practices for creating products that support our prevention efforts depends on a variety of factors
- Getting your audience to engage in your initiative and take action will depend on the effectiveness of your design (8 steps)



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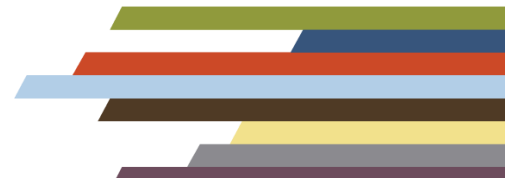
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Questions?



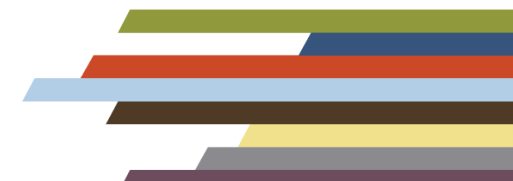
Resources

- [World Health Organization: Principles for Effective Communications](#)
- Positive Social Norms Examples
 - [Getting Candid](#)
 - [Shaping Effective Messaging for Youth](#)
 - [Implementation Tools](#)
- [Principles of Effective Communications](#)
- [Frameworks Institute](#)
- [Dialogue Education and the 8 Steps of Design](#)
- [8 Steps of Design & Planning, Global Learning Partners](#) (a resource)
- [National CLAS Standards](#)
- [Sustainability Toolkit](#)



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Resources (Continued)

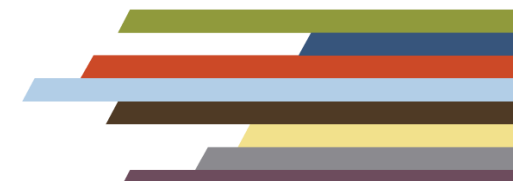
- Newsletters:
 - [Example from Education Development Center](#)
 - [Best times to send: resource 1](#); [Best times to send: resource 2](#)
- Blogs:
 - [Examples from the National Institutes of Health](#)
 - EDC Blog post examples (Top 4 blog posts from 2019 to present):
 - [7 Tips for Teaching Online](#)
 - [Why We Need an Anti-Racist Approach to Social and Emotional Learning](#)
 - [The Importance of Dance in African American Culture](#)
 - [Engaging Students through Performance Assessment](#)



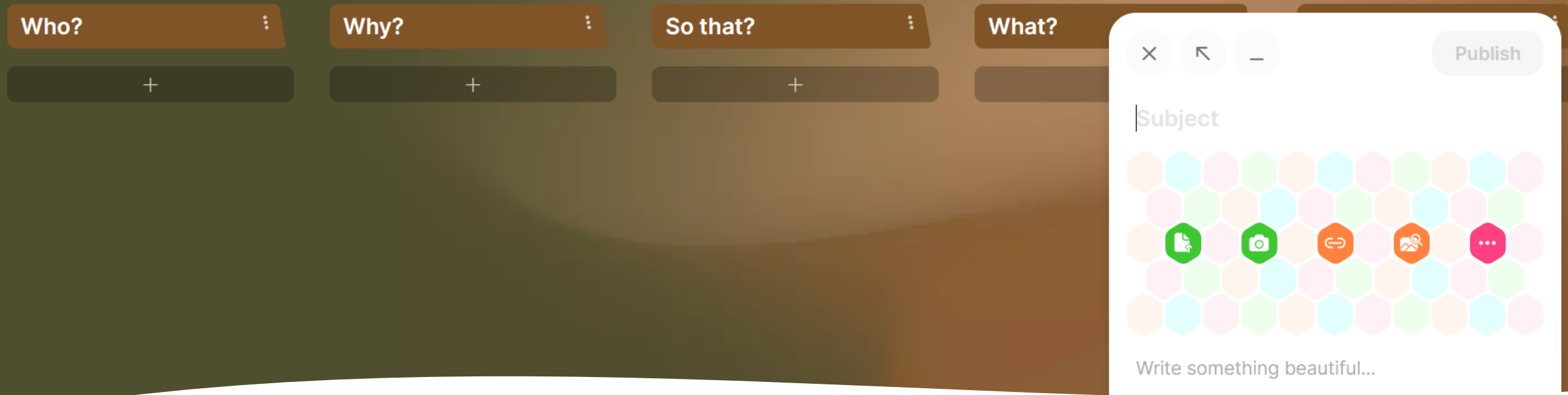
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8 Steps of Design



Resources (Continued): Virtual Collaboration Tools for Audience Interactivity

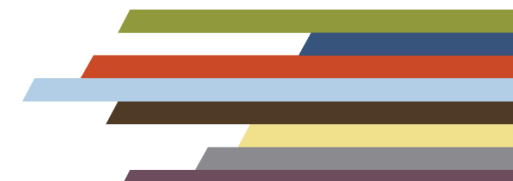
- [Padlet](#) (example image above)
- [Miro](#)
- [Jamboard](#)
- [Canva](#)



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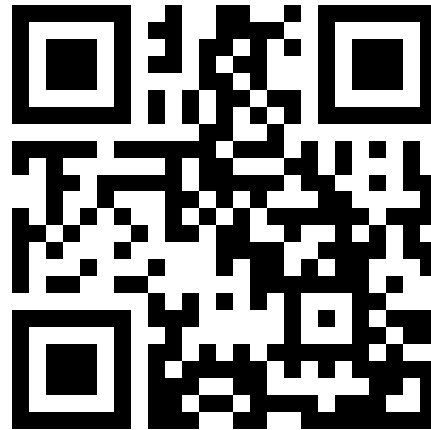
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Evaluation

Please take the time to complete a brief evaluation:

<https://ttc-gpra.org/P?s=186232>



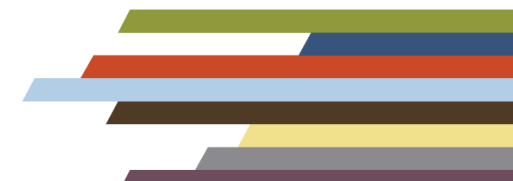
Your feedback is appreciated!



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Thank You!

If you have questions or comments, don't hesitate to contact:

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Check Out the Northeast and Caribbean PTTC Website:

<https://pttcnetwork.org/centers/northeast-caribbean>

And, Join our Mailing List!

<https://pttcnetwork.org/centers/northeast-caribbean-pttc/nec-subscription-page>



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