



SAPST Updates: A Workshop for Trainers

Sandra Del Sesto, M.Ed, ACPS
June 22, 2023



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Acknowledgement

This presentation was prepared for the South Southwest Prevention Technology Transfer Center (PTTC) Network under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this publication, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this publication for a fee without specific, written authorization from the South Southwest Prevention Technology Transfer Center. For more information on obtaining copies of this publication, contact us at pttc6@ou.edu.

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 PTTC Network 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.

This work is supported by grants 6UR1TI08205-02M002, SM081726 and 1H79SP081006-01 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

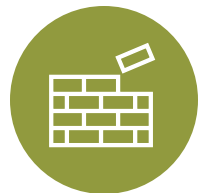
Learning Objectives



Describe the overall changes to the revised SAPST



Identify the revised content in each module



Explain how to implement the revised sections in each module



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Our Roadmap

- ✓ Introductions
- ✓ Overview of the Revised SAPST
- ✓ Session 1 New Content
- ✓ Session 2 New Content
- ✓ Session 3 New Content
- ✓ Session 4 New Content
- ✓ Q & A
- ✓ Summary and Evaluation



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

South Southwest PTTC Support Team



Wanda Hudson
South Southwest PTTC
Product Development
and Distance Learning
Coordinator



Richard Feinberg
South Southwest PTTC
Tech Host



Laurie Smith
South Southwest PTTC
Tech Host



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Sandra Del Sesto
South Southwest PTTC Associate



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Introductions

- Name and Location
- Current Role in Prevention
- Years Working in Prevention
- Years Training the SAPST



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



The Overview



A Look At Session 1 Building a Foundation

SAPST Session #1 Agenda

1. An Introduction to the SAPST

- Training Overview and Logistics

2. Setting the Foundation: From Theory to Practice

- Behavioral Health
- Spectrum of Mental, Emotional, and Behavioral Interventions
- Prevention Within the Public Health Approach
- Risk and Protective Factors
- Developmental Perspective
- Introduction to the SPF



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 1 Learning Objectives

1. Define “behavioral health”
2. Explain the *Spectrum of Mental, Emotional, and Behavioral Interventions*
3. Identify the key characteristics of the public health approach
4. Describe risk and protective factors in multiple contexts and from a developmental perspective
5. Summarize the SPF



Objective 1

Define “behavioral health”



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #1 Slide Updates

- Decades Activity
- Eight Dimension of Wellness: Enrichment Activity
- Continuum of Care Updated to Spectrum of Mental, Emotional, and Behavioral Interventions
- U, S, & I Activity (*alternative options*)
- Harm Reduction (*new addition*)
- Social Determinants of Health (*new addition*)
- ACEs and PCEs mention(*new addition*)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #1 Slide Updates Continued

- Risk and Protective Factors: *US Surgeon General's List*
- New Activity- Risk and Protective Factors
- Shared Risk and Protective Factors
- Foundational information to include ACEs and Positive/Benevolent Childhood Experiences (PCEs) and their connection to Risk and Protective Factors

Shared Adolescent Risk Factors

Risk Factors for Adolescent Problem Behavior	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	Depression & Anxiety
Community						
Availability of Drugs	*					
Availability of Firearms		*				
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	*	*				
Media Portrayals of the Behavior						
Transitions and Mobility	*	*		*		*
Low Neighborhood Attachment and Community Disorganization	*				*	
Extreme Economic Deprivation	*	*	*	*		
Family						
Family History of the Problem Behavior	*	*	*	*	*	*
Family Management Problems	*	*	*	*	*	*
Family Conflict	*	*	*	*	*	*
Favorable Parental Attitudes and Involvement in the Problem Behavior	*	*	*	*	*	*
School						
Academic Failure Beginning in Late Elementary School	*	*	*	*	*	*
Lack of Commitment to School	*	*	*	*	*	*
Individual/Peer						
Early and Persistent Antisocial Behavior	*	*	*	*	*	*
Rebelliousness	*	*	*	*	*	*
Gang Involvement	*	*	*	*	*	*
Friends Who Engage in the Problem Behavior	*	*	*	*	*	*
Favorable Attitudes Toward the Problem Behavior	*	*	*	*	*	*
Early Initiation of the Problem Behavior	*	*	*	*	*	*
Constitutional Factors	*	*	*	*	*	*

©2023 Center for Communities That Care, University of Washington

Information Sheet 1.11: Shared Risk and Protective Factors



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 1 Information Sheet updates

- Information Sheet 1.8: Prevention's Role in Harm Reduction
- Information Sheet 1.10: Risk and Protective Factors updates reflect the list from the *US Surgeon General's list and the addition of ACEs and BCEs*
- Information Sheet 1.11 Shared Risk and Protective Factors



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Review of New Session 1 Slides

Slide 19: Promotion

Slide 24: Harm Reduction

Slide 28: Social Determinants of Health

Slide 33: Adverse Childhood Experiences (ACEs)

Slide 34: Positive Childhood Experiences (PCEs)

Slide 35: Multiple Contexts


Slide 36: Risk/Protective Activity (revised)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



The Spectrum - Addition to Promotion (Slide 19)

Information Sheet 1.6 The Spectrum

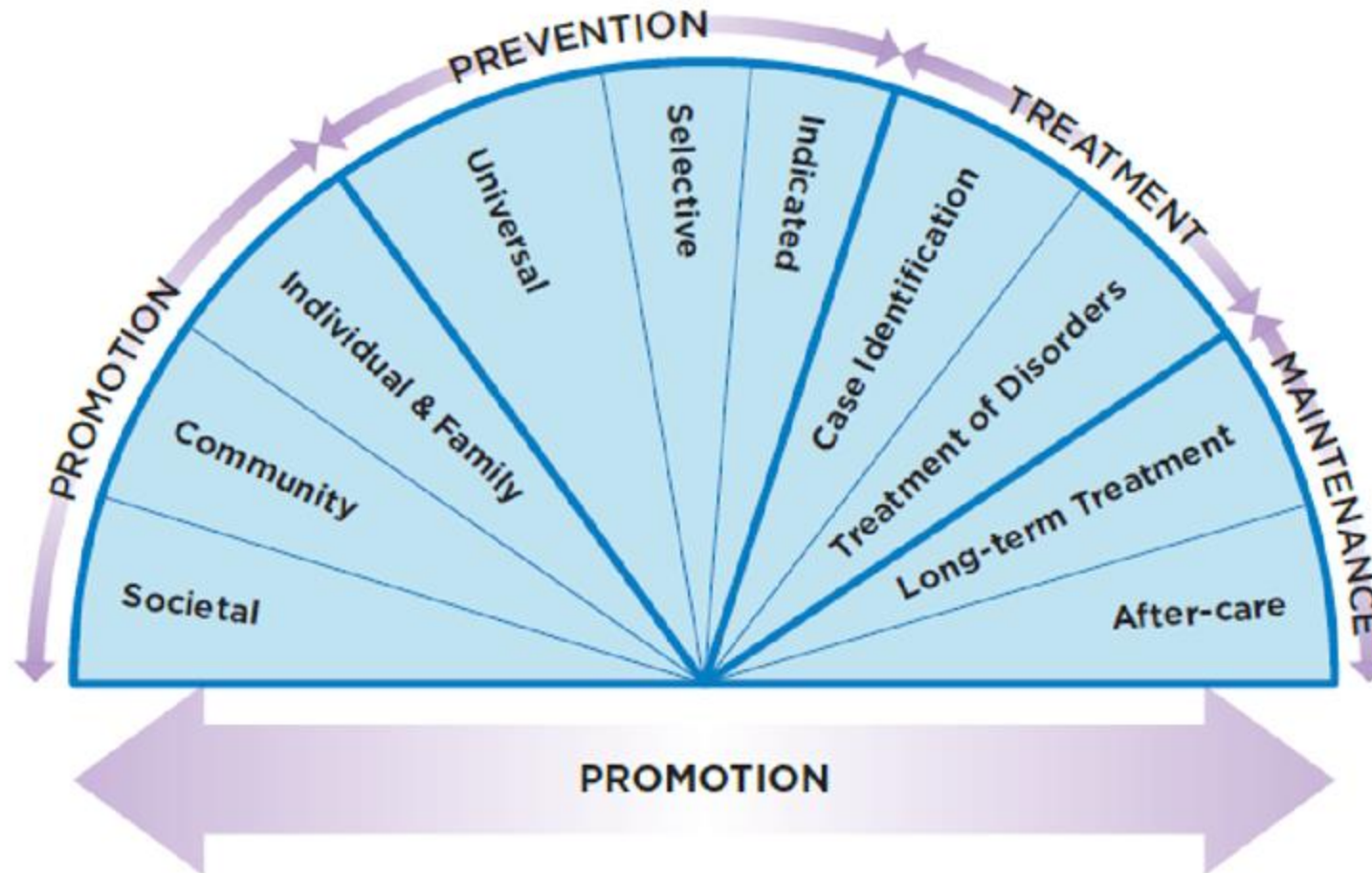


South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Spectrum of Mental, Emotional, and Behavioral Interventions³



Information Sheet 1.6: The Spectrum of Mental, Emotional, and Behavioral Interventions



Harm Reduction (Slide 24)

Information Sheet 1.8: Prevention's Role in Harm Reduction



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

What Is Harm Reduction?

Harm reduction is “a proactive and evidence-based approach to reduce the negative personal and public health impacts of behavior associated with alcohol and other substance use at both the individual and community levels.” ⁶ (SAMHSA)



Large Group Discussion: Facilitation Challenges


- Provide two more examples of harm reduction strategies commonly used in our culture.
- A participant says, “I have a difficulty with including harm reduction in a discussion of prevention. Why is this topic even here in this course?” How would you respond?
- Why do you think harm reduction is sometimes controversial among preventionists?



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Social Determinants of Health (Slides 28)




South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Social Determinants of Health (SDOH)¹⁰





Multiple Contexts (Slide 35)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Multiple Contexts⁸



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Risk/Protective Activity (revised) (Slide 36)

Answer the following questions for your assigned domain (6):

- What stands out to you regarding the factors in your assigned domain?
- What surprises you about the factors in your domain?
- Who might be interested to know about the factors in your domain?

Record your answers on the chart paper.



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Adverse Childhood Experiences (ACEs) and Positive/Benevolent Childhood Experiences (PCEs)

(Slide 38)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Where Do ACEs and PCEs Fit In?

By moving “upstream,” we can impact adverse childhood events (ACEs) and increase positive childhood experiences (PCEs)

We move upstream by reducing risk factors, increasing protective factors, and addressing the SDOH

ACEs: Early negative events that impact the health and well-being of children and the adults they become (CDC)

PCEs: Feeling safe in our families to talk about emotions and things that are hard and feeling supported during hard times.” (Christina Bethell, Johns Hopkins University)





South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Time for a break!
Please take a 5-minute
break

SAPST Session #2 Agenda

1. Review Key Concepts from Session 1
2. Strategic Prevention Framework (SPF)
 - Step 1: Assessment
 - Step 2: Capacity (Assessing)




A Look at
Session 2-
It's All
About...

A magnifying glass with a black handle and a silver rim is positioned over the word "ASSESSMENT". The lens of the magnifying glass is centered over the word, making it appear larger and more prominent. The background is a dark gray gradient.

ASSESSMENT



Session 2 Learning Objectives

1. Describe how to assess substance misuse problems and related behaviors
2. Explain how health disparities relate to prevention
3. Describe how to assess the risk and protective factors that influence (or contribute to) behavioral health problems
4. Explain how to assess a community's readiness and resources to address its substance misuse problems



Objective 2

Explain how health disparities relate to prevention



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #2 Slide Updates

- Health disparities, their link to social determinants of health, and their importance in a comprehensive needs assessment and the entire SPF process (Revised and Added)
- Social Determinants of Health Activity (New)
- Reliability and Validity (New)
- Case Study (Updated)

Activity – SDOH¹⁰



PTTC

Information Sheet 2.2: Social Determinants of Health



17



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #2 Updates Continued

- Emphasis on evidence-based risk and protective factors
- Match Up Activity
- High/Low Activity

		Resources	
		HIGH	LOW
Readiness	HIGH		
	LOW		



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 2 Handout Updates

Information Sheet
2.2
Social Determinants
of Health

Information Sheet
2.3
Types of Data

Information Sheet
2.5
Data Sources

Worksheet 2.6
Case Study

Worksheet Sheet
2.10 Match Up
Activity

Information Sheet
2.11 Assess
Capacity

Worksheet Sheet
2.12 Case Study



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Review of New Session 2 Slides

Slides 13-17: Health Disparities

Slide 22: Reliability and Validity

New Activity: Social Determinants (application)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Health Disparities (Slides 13-15)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Behavioral Health Disparities³

A **preventable** health difference that is closely linked with social, economic, and/or environmental disadvantage



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Behavioral Health Inequities⁴

Inequalities in health that are deemed to be unfair or stemming from some form of injustice



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Understanding Equity⁵


Equality



Equity



© 2017 Robert Wood Johnson Foundation.
May be reproduced with attribution.



Reliability and Validity (Slide 22)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Reliability and Validity

Reliability

Consistency of a
measure

Validity

Accuracy of the
measure





**LUNCH
BREAK!**

Our Roadmap

- ✓ Introductions
- ✓ Overview of the Revised SAPST
- ✓ Session 1 New Content
- ✓ Session 2 New Content
- ✓ **Session 3 New Content**
- ✓ **Session 4 New Content**
- ✓ **New Activities Teach-backs**
- ✓ **Q & A**
- ✓ **Summary and Evaluation**



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

ASK AN
EXPERT!



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

SAPST Session #3 Agenda

1. Review Key Concepts from Session
 - Strategic Prevention Framework (SPF) Step 1: Assessment
 - SPF Step 2: Capacity (Assessing)
2. SPF
 - **Step 2: Capacity (Building)**
 - **Cultural Proficiency**
 - Step 3: Planning



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 3 Learning Objectives

1. Explain how a community can build its capacity to prevent the problems identified in its assessment
2. Describe how to apply cultural humility to build cultural proficiency
3. Explain how to prioritize risk and protective factors



Objective 2

Describe how to apply cultural humility to build cultural proficiency



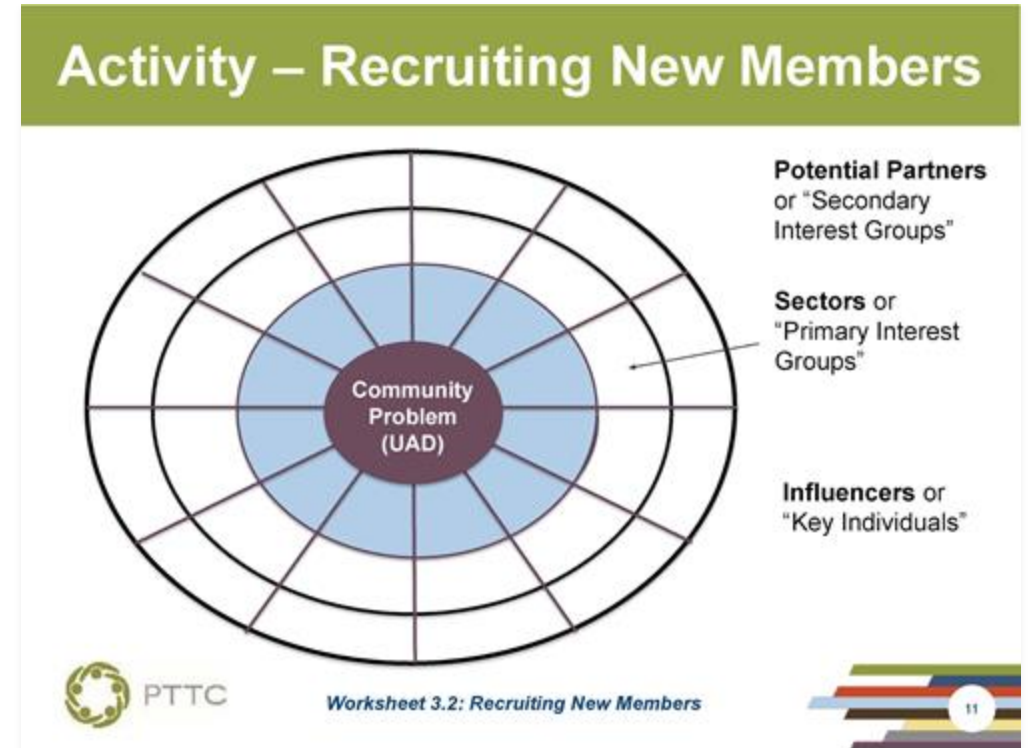
South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #3 Slide Updates

- Building capacity (revised and reorganized)
- Recruiting New Members (new activity)
- Cultural Proficiency (new concept)
- My Identity Roles
- Cultural Humility



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 3 Handout Updates

Information Sheet 3.1
Building Capacity

Worksheet 3.2
Recruiting New
Members

Information Sheet 3.4
Culture

Information Sheet 3.5
The Cultural
Proficiency
Framework

Information Sheet 3.6
Skills for Cultural
Proficiency

Worksheet 3.7
Barriers to Cultural
Proficiency Activity



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 3 Handout Updates Continued

Worksheet 3.12
Case Study –
Assessment
Information

Worksheet 3.13
Case Study Activity
– Prioritizing Risk
and Protective
Factors

Information Sheet
3.8 Culturally
Proficient
Organizations

Information Sheet
3.9 Cultural
Considerations in
the SPF



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Review of New Session 3 Slides

Slides 9-11: Stakeholders/Recruiting New Members

Slides 20-22: Cultural Humility

Slide 23: Cultural Proficiency


Slide 24: Cultural Proficiency Activity



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Stakeholders/ Recruiting New Members (Slides 9-11)

Information Sheet 3.1: Building Capacity

Worksheet 3.2: Recruiting New Members



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Building Capacity: Engage Interest Groups (9)

Interest groups...



are the people and organizations in the community who have something to gain or lose by our prevention efforts.

“Nothing about us without us”

Slide 9 - Building Capacity: Engage Interest Groups

Interest groups or “sectors” ...



are the formal and informal organizations in the community who have something to gain or lose by our prevention efforts.

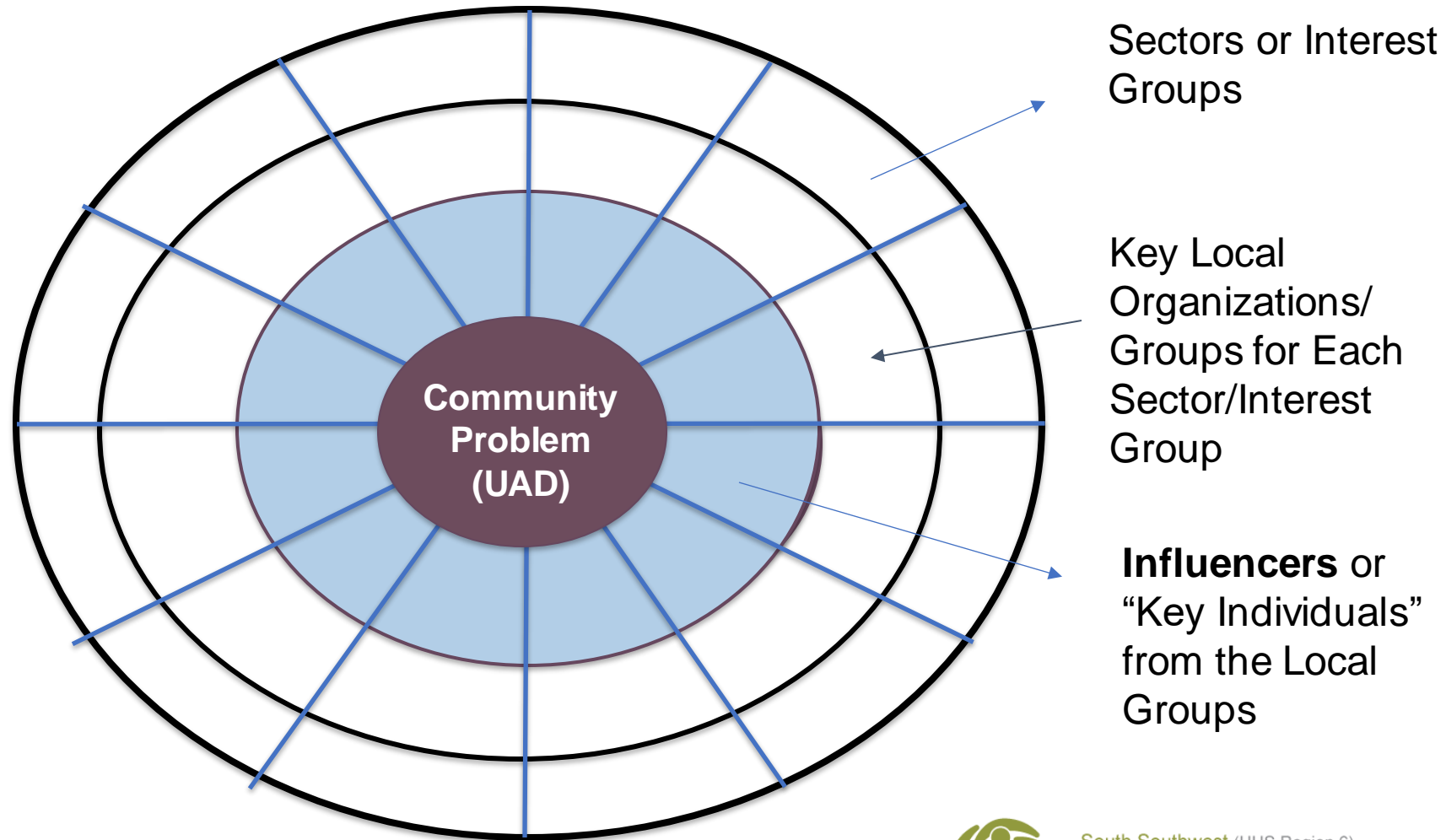
“Nothing about us without us!”



Slide 10 - Building Capacity: Strengthen Collaborative Groups



New Activity – Recruiting New Members



WORKSHEET 3.2: Recruiting New Members

Purpose of Activity The aim of this activity is to practice brainstorming sectors related to the presenting problem, organizations and groups that locally represent those sectors, and the key influencers in those groups that should be members of a coalition, task force or planning group related to the presenting problem.

Instructions

1. In the circle at the center of the large circle, write the problem your planning group has established as a priority problem to be addressed.
2. In the outermost part of the circle on the next page, think of broad categories of partners that would have an interest in the problem your planning group has identified as a priority and should to be a part of your coalition, taskforce or planning group. What would these interest groups or sectors be?
3. In the next level of the circle, think of the specific organizations, agencies or groups that represent those interest groups or sectors in your community. For example, which organizations or groups would be most involved in addressing underage drinking (UAD)? Write in the names of the organizations, agencies or groups relevant to your community that would be involved in addressing the problem.
4. The third level of the circle represents those individuals in those groups who are most interested or have a natural affinity toward the issue of UAD. These are your “influencers”—the people within the groups representing the important sectors who are not only most interested but who also have influence to get others involved. Who is closest to the problem and therefore would be the most interested in collaborating? Keep in mind the social determinants of health and health disparities when thinking about these influencers. Take a moment to identify them and write them in the innermost circle.

Consider whether your planning group as well as your partnerships reflects the demographic make-up of your community and work to meaningfully engage culturally and racially diverse members.

Recruitment is an ongoing process, and membership may need to change over time as the focus narrows to specific policies or systems changes, requiring different expertise or influence in the group. Membership priorities will also change as your priority problem changes. For example, if your priority problem shifts from cannabis use by middle schoolers to misuse of prescription drugs by young adults, then the involvement of schools may not be as important as that of businesses that employ young adults and places where young adults congregate.

Large Group: Facilitation Challenges

How have you handled the following?

1. We have repeatedly invited people from the focus population, but they never come to our meetings.
2. Youth are a primary focus population so we have a youth representative from SADD on our coalition.
3. The owner of a cannabis dispensary wants to join our coalition, but our members object to their involvement.
4. Our coalition consists of the heads of all the key agencies and departments in our community.



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Cultural Humility (Slides 20-22)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Cultural Humility: Understanding the Limits of Cultural Competence^{2,8}



Cultural Humility⁸

Three keys to know:

1. We move between several different cultures—often without even thinking about it.
1. Cultural humility is distinct from cultural competency and requires self-reflection.
1. Cultural humility requires historical awareness.

Cultural Humility in Pursuit of Cultural Proficiency^{9,10}



Cultural Proficiency^{4,5}



Activity – Addressing Barriers to Cultural Proficiency

- Each group will be assigned a scenario regarding a challenge its prevention program is experiencing related to its approach to cultural inclusion.
- The group will read the scenario and identify a barrier and strategies to overcome the barrier.

Large Group: Facilitation Challenges

1. Name at least five cultures you yourself move through on a regular basis.
2. A participant objects to the statement, “To practice true cultural humility, a person must also be aware of and sensitive to historical realities such as legacies of violence and oppression against certain groups of people.” concerned that it sounds like “critical race theory.” How could you respond?



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Time for a break!
Please take a 5-minute
break

SAPST Session #4 Agenda

1. Strategic Prevention Framework (SPF)

- Step 3: Planning (Continued)
- Step 4: Implementation
- Step 5: Evaluation
- Sustainability

2. Bringing It All Together



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 4 Learning Objectives

1. Describe the criteria for selecting and implementing high-quality prevention interventions
2. Explain how a community can use evaluation to enhance prevention practice
3. Describe the elements of sustainability that will help a community continue to produce positive prevention outcomes over time
4. Summarize and connect the steps in prevention planning



Objective 3

Describe the elements of sustainability that will help a community continue to produce positive prevention outcomes over time



Information Sheet 4.11: Sustainability Overview



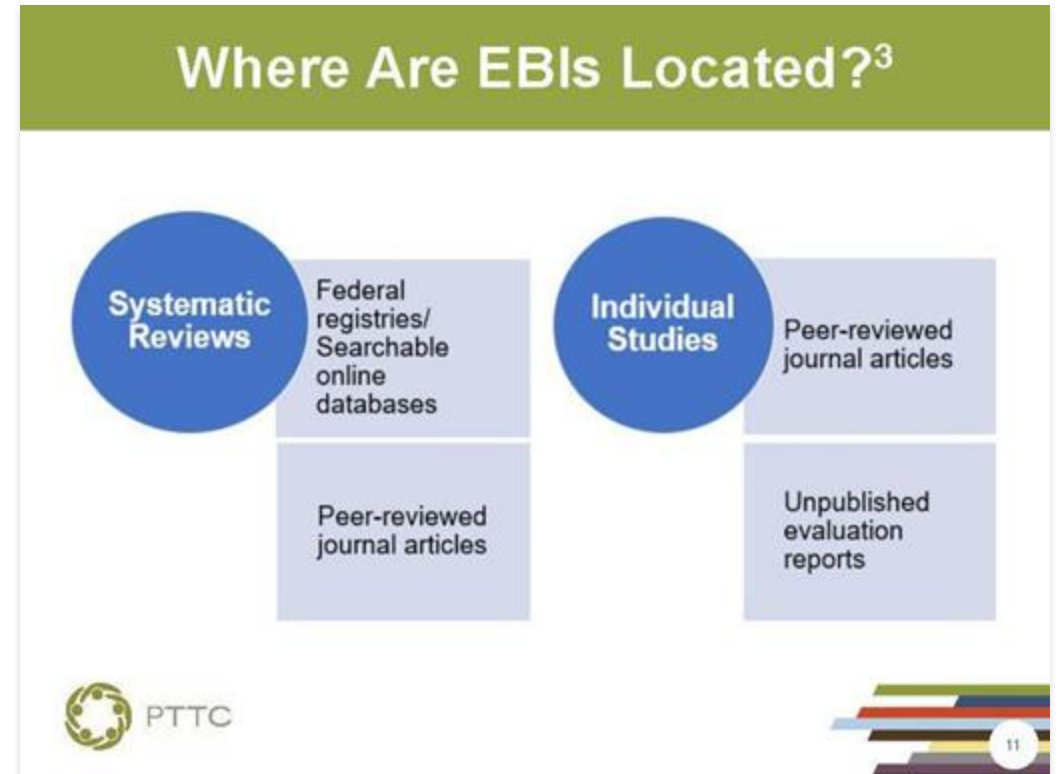
South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #4 Slide Updates

- Selecting Interventions
- Continuum of Evidence
- Updates on Identifying Evidence Based Interventions (EBIs)
- Sample Action Plan
- Process or Outcome Activity



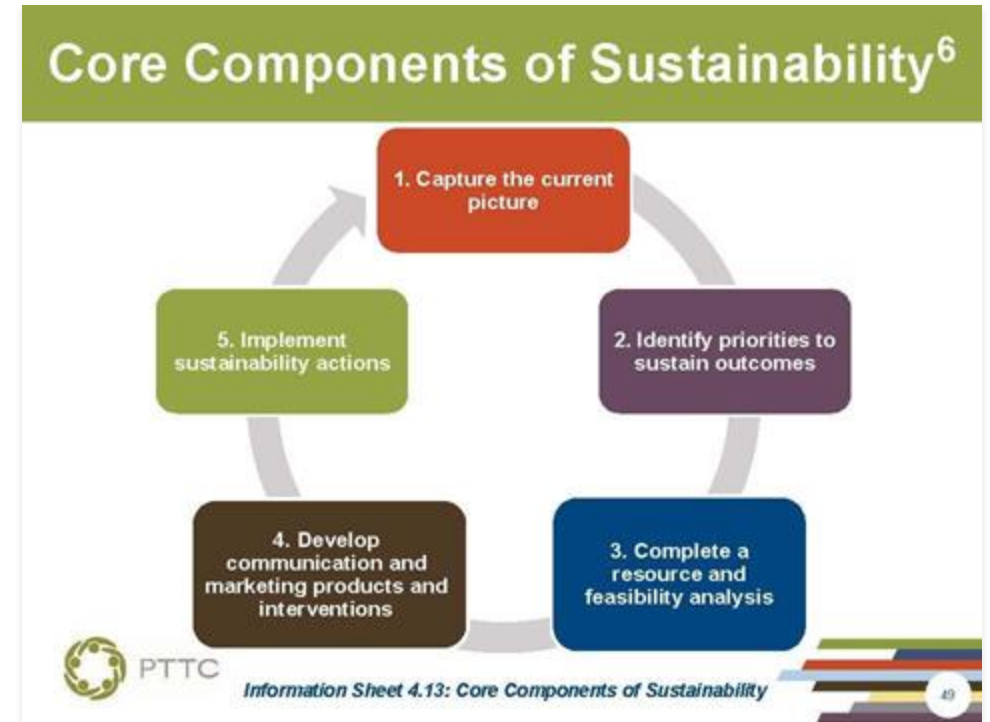
South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session #4 Updates Continued

- Writing short term outcomes
- Logic Model
- Sustainability section - reworked to be more interactive



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Session 4 Handout Updates

Information Sheet 4.1
Examples of Different
Interventions

Information Sheet 4.2
Criteria for Selecting
Interventions

Information Sheet 4.12
How the SPF
Contributes to
Sustainability

Information Sheet 4.11
Sustainability Overview

Worksheet 4.7 Case
Study Activity-
Implementation, Part 1 &
2

Information Sheet 4.3
Conceptual Fit- Sample
Risk and Protective
Factors and
Interventions for
Underage Drinking

Information Sheet 4.13
Core Components of
Sustainability



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Review of New Session 4 Slides

Slide 10: Continuum of Evidence

Slide 11: Location of EBIs

Slide 23: Sample Action Plan (revised)

Slides 38: Writing Long-term Outcomes

Slides 49-55: Core Components of Sustainability


Slide 56: Sustainability Activity



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Continuum of Evidence (Slide 10)

Location of Evidence Based Interventions (Slide 11)



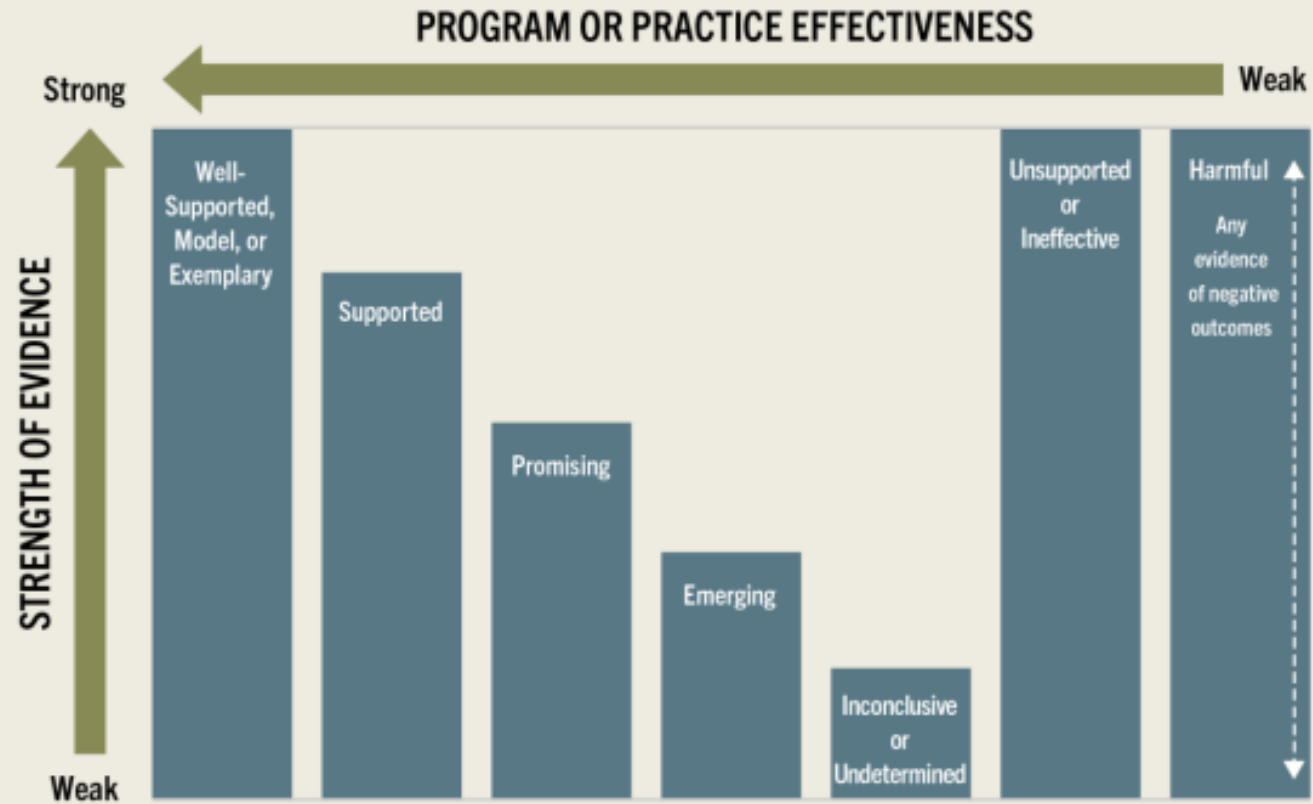
South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

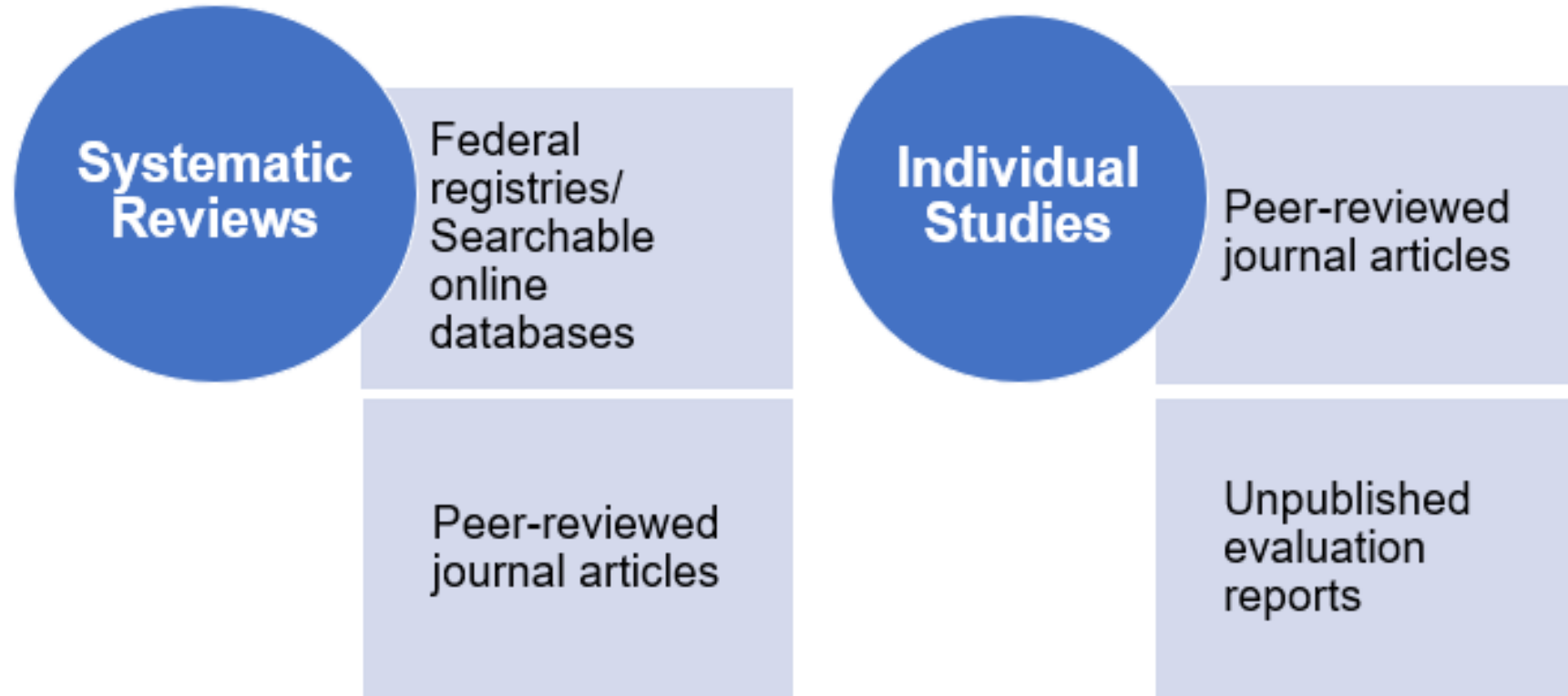
Continuum of Evidence³

Figure 4. COMMON CATEGORIES BASED ON STRENGTH OF EVIDENCE SUPPORTING EFFECTIVENESS



Adapted from Puddy, & Wilkins, 2011, p. 8

Where Are EBIs Located?³



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Sample Action Plan (revised) (Slide 23)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Slide 23: Sample Action Plan

Intervention: Implement a Social Marketing Campaign

Task	Responsible Person(s)	Timeline	Measure of Success
Meet with and draft contract with social media marketing company	Coordinator	By 7/1	Executed contract
Develop social marketing campaign goals, messages, and timeline	Coalition members Focus population Social marketing company	By 8/1	Social marketing campaign developed and finalized with interest groups
Pilot testing of social marketing messaging	Social marketing company	By 9/15	Successful feedback from pilot testing



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Writing Short-term Outcomes
(Slide 37)

Writing Long-term Outcomes
(Slide 38)



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Writing Your Short-Term Outcomes

Short-Term Outcome:

To decrease _____ (insert risk factor from column B of logic model)

OR

To increase _____ (insert protective factor from column B)...
by _____ (insert how much)...
by _____ (insert when)...
as measured by _____ (insert indicator).



Slide 38: Writing Your Long-Term Outcome

Long-Term Outcome:

To decrease _____ (insert problem behavior from column A of logic model)...
by _____ (insert how much)...
by _____ (insert when)...
as measured by _____ (insert indicator/evaluation tool).



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



Core Components of Sustainability: A Trainer Walk Through (Slides 45-55)

Information Sheet 4.11 Sustainability Overview

Information Sheet 4.12 How the SPF Contributes to Sustainability

Information Sheet 4.13: Core Components of Sustainability



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Objective 3

Describe the elements of sustainability that will help a community continue to produce positive prevention outcomes over time



Activity – Agree or Disagree

Sustainability is...

- Finding ways to make our prevention efforts last
- Making sure staff keep their jobs
- Securing a grant before our funding ends
- All about money
- Something that needs to wait until we have outcome data
- Something we can and should work on throughout the planning process



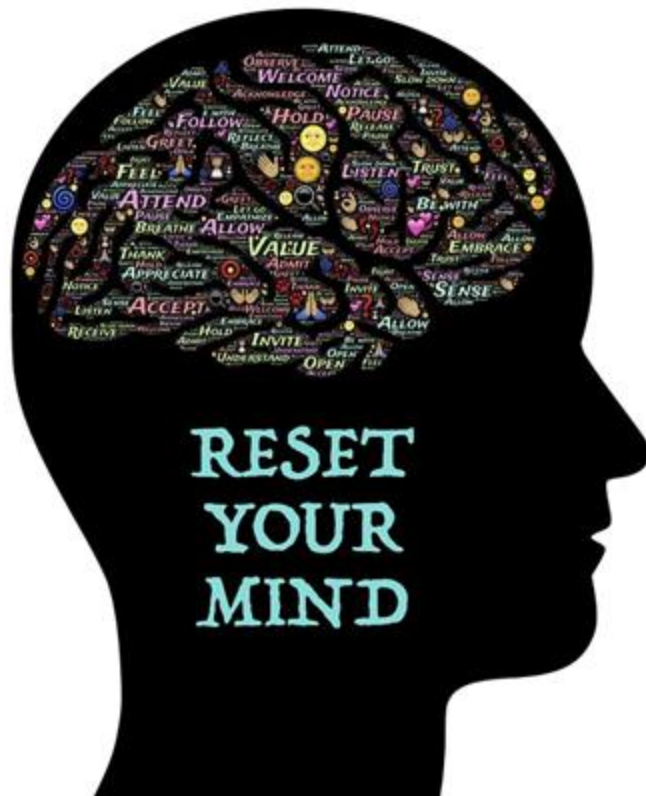
South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The Right Mindset

“Sustainability” is the capacity of a community to **produce and maintain** positive prevention **outcomes** over time after initial funding ends.”⁷



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

In Your Opinion...

In your opinion, how optimistic are you about sustaining the prevention outcomes in your current projects?

- I try not to think about it because the future looks bleak.
- I am crossing my fingers that a few things will endure.
- We have our work cut out for us but are on the right track.
- The future's so bright, I have to wear shades.



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The “Why?”

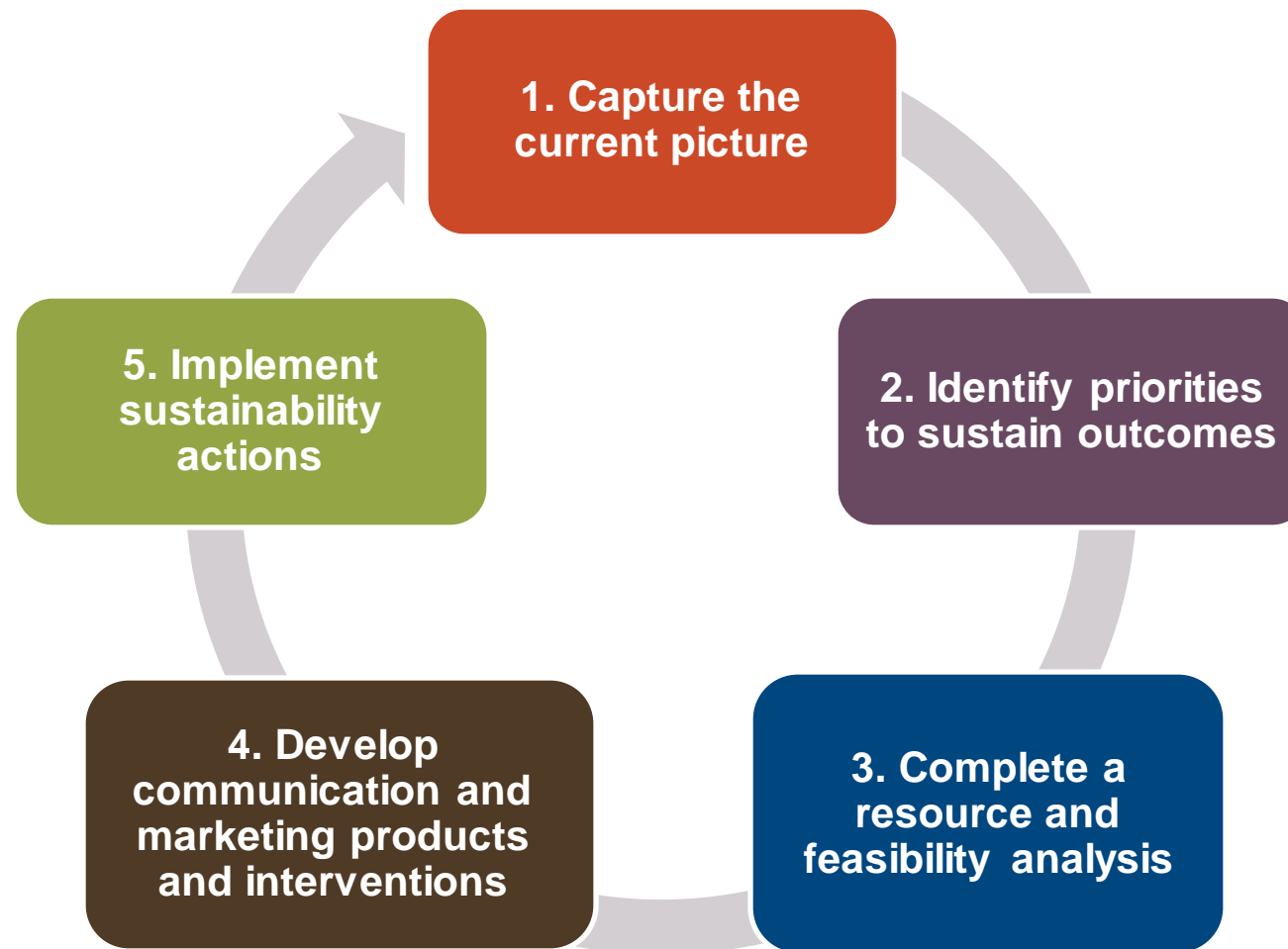


South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Core Components of Sustainability³



#1 Capture the Current Picture

- What processes and interventions should we sustain?
- What have we already achieved?
- What is pending/upcoming that we have left to do?
- Do we have a clear, effective way to make decisions moving forward?



#2 Identify Priorities to Sustain Outcomes

- What evidence of intervention effectiveness (i.e., data) do we have?
- What is the level of community and sector support?
- What available and potential resources can we document?
- What and where is the ongoing need for prevention efforts?



#3 Complete a Feasibility Analysis

What is the feasibility in our community regarding...

- accessing available local resources?
- local competition/ collaboration for funding?
- community buy-in?
- available/new partners?
- focus population engagement?



#4 Develop a Communication Plan

- What are the different sectors, audiences, and/or partners we must engage?
- What is the best media or other communication vehicle to reach them?
- Whom should we train in making “elevator speeches” to promote our prevention agenda?

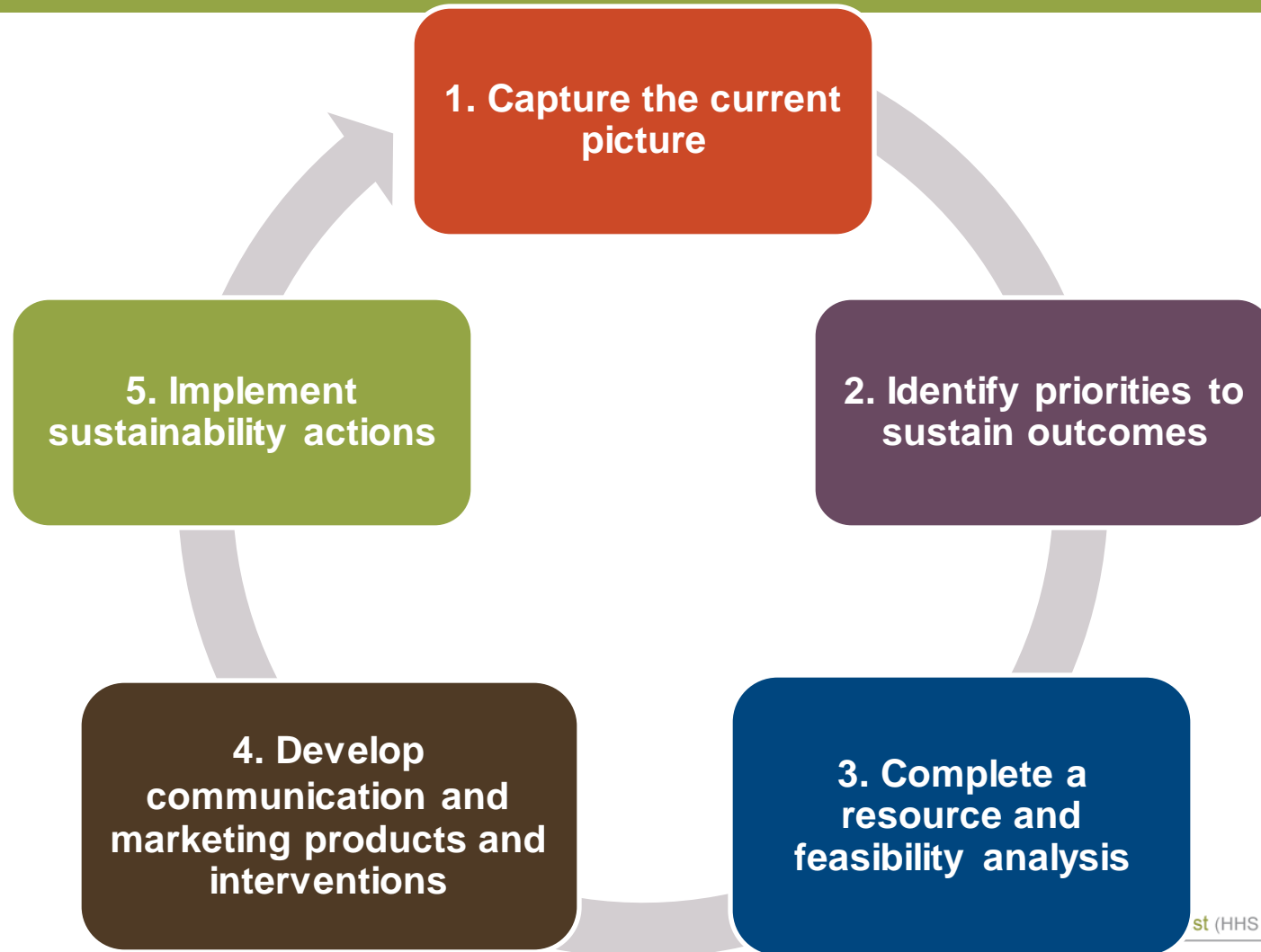


#5 Implement Sustainability Actions

- What are our sustainability goals?
- What more will we need to know in order to decide if these are goals that are priorities?
- Whom do we need to talk with about our goals?
- Are there goals that we can sustain without new funding?



Core Components of Sustainability



st (HHS Region 6)



Activity – Creating a Sustainability Plan

- Each group will be assigned to one of the sustainability planning steps *(Steps 2, 3, 4 only)*
- Brainstorm 3–5 concrete actions needed to implement that step.
- Select a different reporter/recorder to report out.

Large Group: Facilitation Challenges

- In the past what has been the most difficult aspect of teaching sustainability?
- What strategies have you used successfully in the past to explain sustainability in the SPF?
- Which of the sustainability steps do you think will be most challenging to explain?



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Additional SAPST Updates

- Acronyms list
- Trainer Preparation Guide
- Training Posters (29x20)
- Additional Resources



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Let's hear from you!
What are your questions?



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

For Further Information on the SAPST 2023 and Its roll-out....

Contact:

Wanda West Hudson

wwest@ou.edu

505-503-3980

Connect with us @



[SSW PTTC website](https://www.southsouthwestpttc.org)



[Join our mailing list](#)



[Products and resources](#)



Thank
you!

