

# The Power of Prevention: Exploring Substance Use Prevention and Behavioral Health

*A Curriculum Infusion Package*



### ***Disclaimer***

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### ***About the Curriculum Infusion Packages***

The Pacific Southwest PTTC formed an Academic Advisory Work Group comprised of faculty and highly experienced prevention professionals from the Pacific Southwest region including Arizona, California, Hawaii and Nevada. This group met to develop prevention science curriculum that could be flexibly infused into existing curriculum or course.

The primary goal of these Curriculum Infusion Packages, is to teach the next generation of health professionals the power of prevention science in promoting public health.

We would like to thank the members of the Pacific Southwest PTTC's Academic Advisory Work Group that has collaborated with our team and provided feedback on the development of these materials.

### ***How to use the Curriculum Infusion Package***

This Curriculum Infusion Package was designed using the flipped classroom model. Each lesson will contain a recorded presentation which students should watch prior to class. Pre-session learning activities as well as classroom activities can be found in the following pages.

# The Power of Prevention: Exploring Substance Use Prevention and Behavioral Health

## *Purpose*

To enable students to understand the significance of substance use prevention, categorize prevention approaches, understand the spectrum of behavioral health care services, and apply the concepts through individual and interactive activities.

## *Lesson Objectives*

- Categorize the four types of behavioral health services by each of the Spectrum of Behavioral Health Care services
- Characterize U/S/I through application activity

## *Pre-Session Learning Activity*

**Time:** 30 minutes

**Points:** TBD

## *Additional Reading*

Substance Abuse and Mental Health Services Administration (US); Office of the Surgeon General (US). (2016). Facing addiction in America: The Surgeon General's report on alcohol, drugs, and health [Internet, Nov. Chapter 3, Prevention programs and policies, 3-6:3-7]. Washington (DC): US Department of Health and Human Services; Available from: <https://addiction.surgeongeneral.gov/sites/default/files/surgeon-generals-report.pdf>




**Part I: Prior to Class**

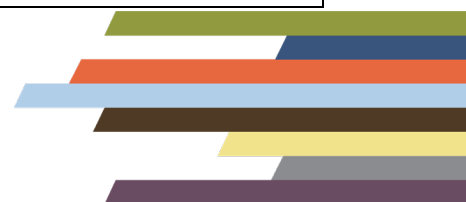
**Instructions for students**

1. **Watch** *The Power of Prevention: Exploring Substance Use Prevention and Behavioral Health*.
2. In preparation for the in-person lesson, prepare written responses to the following questions and complete the worksheet.
  - a. Why do we use a spectrum of behavioral health services and what is its role in substance misuse prevention?
  - b. Describe the "Prevention Paradox." What are the implications of only providing prevention services for those at the highest risk for a substance use disorder?
  - c. Complete the Worksheet: **Universal, Selective, or Indicated?**

**SHAPE-UP ACTIVITY**

Provide answers to each of the questions and be prepared to share your thoughts with the group

	<b>Questions</b>	<b>Your Reflections</b>
	How does the Spectrum of Behavioral Health Services create a framework for more effective and impactful health services?	
	What are three benefits of Universal, Selective, and Indicated Approaches in substance use prevention	
	What idea(s) about the Prevention Paradox has sparked your interest, surprised you, or is currently lingering in your thoughts?	



## **Part II: Classroom Activity**

**Time:** 30 minutes

### Instructor Directions

- If necessary, select a few slides from the deck and provide a brief overview of the content covered in the pre-session recorded presentation.
- Print worksheet

### In-class Activity

Provide the following instructions:

1. Request students to **pair up** and complete the **Worksheet, Universal, Selective, or Indicated**
  - a. (10-15 minutes)
2. Be prepared to share their rationale for the selection of each of the approaches
3. The instructor may also wish to share the below questions for discussion as a pair in anticipation of the large group discussion.

### Large Group Debrief

4. Review the worksheet, using the popcorn style method, and ask pairs to share their answers and rationale for their choices. (10 minutes)
5. As time permits, discuss one or more of the following questions, (10 minutes)
  - a. In reference to the *Prevention Paradox*, what implications arise from solely providing prevention services to individuals with the highest susceptibility to a substance use disorder
  - b. What strategies can individuals and communities employ to sustain support for prevention efforts over time, even when the outcomes are not immediately apparent, and how can this approach be tailored to different contexts, such as early childcare, education, criminal justice, public health, social work, counseling, or substance misuse prevention?

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**Worksheet**

*Instructions:*

1. Pair up and assign the appropriate classification—universal, selective, or indicated—to each of the examples in the table
2. Be prepared to share your rationale for the selection of each of the approaches

	<b>Universal</b>	<b>Selective</b>	<b>Indicated</b>
Support groups for youth with a family history of mental illness			
Zoning regulations (licensing, etc.) to limit alcohol outlet density and reduce excessive consumption.			
Social norms campaign to decrease norms favorable to alcohol use among high-school students.			
School-based alcohol prevention programs for youth involved in the juvenile court system			
Mentoring programs for children of incarcerated parents			
Education programs for senior citizens who have experienced problems related to alcohol and prescription drug interactions			
Naloxone distribution to people who use opioids.			
Campus policies on alcohol for college students and visitors			
Pre-natal education and early child development training available to all parents of infants.			
Programs for families experiencing homelessness			

