



## A Systems Approach for the Prevention of Alcohol Use among Youth

This handout provides the six conditions for a systems approach (Kania et al., 2018)<sup>1</sup> to the prevention of alcohol use among youth. The six conditions are policies, practices, resource flows, relationships and connections, power dynamics, and mental models. There are examples for each of the six conditions. The examples focus on activities for the preventionists and the stakeholders with whom they work in communities. Most of the examples have references for information on how to implement the example.

Condition	Example for Preventionists <sup>2</sup>
<p><b>Policies/ Enforcement</b></p>	<ul style="list-style-type: none"> <li>• Work with stakeholders to plan and implement the best policy and enforcement practices: regulation of alcohol outlet density through zoning and business licensing<sup>3</sup>, increasing alcohol prices and taxes, dram shop liability, maintaining limits on days of sale, maintaining limits on hours of sale, enforcement of laws prohibiting sales to minors, conducting compliance checks, instituting social host liability, pass zoning ordinances against alcohol advertisements near schools, minimum age of sellers/server requirements, measure the existing campus alcohol policies in schools and colleges community wide<sup>4</sup>, texting tipline, shoulder tap programs.</li> <li>• Introduce administrators to the school climate concept.<sup>5</sup></li> <li>• Know the laws and policies in your state related to youth and alcohol consumption.<sup>6</sup></li> <li>• Assess the readiness for native communities to address alcohol and other drug misuse policies.<sup>7</sup></li> </ul>
<p><b>Practices, Programs, and Data Collection Activities</b></p>	<ul style="list-style-type: none"> <li>• Know the databases and registries that contain evidence-based prevention programs.<sup>8, 9, 10, 11, 12</sup></li> <li>• Work with providers to use Electronic Screening and Brief Intervention.</li> <li>• Work with clinical settings to use Screening and Brief Intervention for Excessive Drinking.</li> <li>• Work with schools to improve their policies on reducing alcohol problems.<sup>13</sup></li> </ul>



	<ul style="list-style-type: none"> <li>• Assess the presence of an Alcohol Sales Policy Manual for businesses that sell alcohol. <sup>14</sup></li> <li>• Work with stakeholders in the children’s sector to measure Protective Factors and determine changes. <sup>15,16</sup></li> <li>• Measure shared risk and protective factors in your community using the Centers for Disease Control and Prevention's Shared Risk and Protective Factors Measurement Toolkit (MS Access).<sup>17</sup></li> <li>• Assess the community's capacity for promotion, prevention, referral, treatment, and recovery across the continuum of care. <sup>18</sup></li> </ul>
<p style="text-align: center;"><b>Resource Flows</b></p>	<ul style="list-style-type: none"> <li>• Develop youth in the coalition with the training and real opportunities to participate (speaking to the media, youth culture).</li> <li>• Implement Interventions with multiple sessions/multiple years.</li> </ul>
<p><b>Relationships/Connections</b></p>	<ul style="list-style-type: none"> <li>• Conduct a stakeholder analysis that would support the implementation of your student youth survey.</li> <li>• Measure parent attitudes and behaviors related to underage alcohol use and present results. <sup>19</sup></li> <li>• Assess climate in the community’s schools. <sup>20</sup></li> <li>• Help community organizations develop a theory of change and logic model. <sup>21</sup></li> <li>• Work with community agencies that deliver services to youth to understand the role of Adverse Childhood Experiences (ACE). <sup>22</sup></li> <li>• Work with the media in your community through news releases, opinion pieces, letters to the editor, newsletter blurb, pitching a story to TV, public service announcement outreach, and social media.<sup>23</sup></li> <li>• Educate media on the responsible reporting of suicide. <sup>24</sup></li> </ul>



<p><b>Power Dynamics</b></p>	<ul style="list-style-type: none"> <li>• Work with media to give public recognition for establishments that do not sell to minors.</li> <li>• Measure/map alcohol density in the community and publish the results. <sup>25</sup></li> <li>• Teach youth about the goals of alcohol companies and their effects.</li> <li>• Work with community stakeholders to identify advertising harmful to youth and enter complaints to the Beer Institute,<sup>26</sup> Distilled Spirits Council of the United States,<sup>27</sup> and the Wine Institute. <sup>28</sup></li> <li>• Follow the bills introduced and their progress related to alcohol misuse and mental health disorders. <sup>29</sup></li> </ul>
<p><b>Mental Models</b></p>	<ul style="list-style-type: none"> <li>• Provide an epidemiological profile of the existing youth and alcohol attitudes, beliefs, and behaviors to stakeholders.</li> <li>• Measure the normative climate around youth drinking.</li> <li>• Educate the community about the brain development of youth and its role in risk taking.</li> <li>• Assess law enforcement attitudes about youth drinking.</li> <li>• Improve alcohol health literacy<sup>30</sup> among youth (e.g., critical recognition of advertising and industry techniques, goals, and effects).<sup>31</sup></li> <li>• Create opportunities to build stakeholder's knowledge about risk and protective factors among youth.</li> <li>• Work with community organizations to assess their cultural competence related to policies. <sup>32</sup></li> <li>• Assess your cultural competence through self-reflection. <sup>33</sup></li> </ul>



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<sup>1</sup> Kania, J., Kramer, M., & Senge, P. (2018). The water of systems change. FSG.

[https://www.fsg.org/publications/water\\_of\\_systems\\_change](https://www.fsg.org/publications/water_of_systems_change)

<sup>2</sup> Research shows that positive outcomes can be achieved by combining environmental and institutional change with theory-based health education programs (Hingson and Howland, 2002).

<sup>3</sup> Find out what your community can do about alcohol outlets in the Preemption tool by Boston University.

[https://wwwapp.bumc.bu.edu/BEDAC\\_Camy/ResearchToPractice/Place/AlcoholOutletDensity/PreemptionDataTool](https://wwwapp.bumc.bu.edu/BEDAC_Camy/ResearchToPractice/Place/AlcoholOutletDensity/PreemptionDataTool)

<sup>4</sup> Jernigan, D., Shields, K., Mitchell, M., & Arria, A. (2019). Assessing campus alcohol policies: Measuring accessibility, clarity, and effectiveness, *Alcoholism, Clinical and Experimental Research*, 43(5), 1007-1015. Retrieved <https://pubmed.ncbi.nlm.nih.gov/30865305/>

<sup>5</sup> The Aspen Institute. (2021). Creating conditions for student success: A policymakers' school climate playbook. Retrieved from <https://www.aspeninstitute.org/wp-content/uploads/2021/01/Aspen-Institute-School-Climate-Playbook-Final.pdf>

<sup>6</sup> Alcohol Policy Information System, a Project of the National Institute on Alcohol Abuse and Alcoholism. Retrieved from <https://alcoholpolicy.niaaa.nih.gov/>

<sup>7</sup> Jumper-Thurman, P., Plested, B., Edwards, R., Helm, H., & Oetting, E. (2001). Using the community readiness model in Native communities. In J. E. Trimble & F. Beauvais (Eds.), *Health promotion and substance abuse prevention among American Indian and Alaska Native Communities: Issues in cultural competence*. Cultural competence Series 9. Special collaborative edition (pp. 129-158). National Institute on Drug Abuse and Centers for Disease Control and Prevention.

<sup>8</sup> Substance Abuse and Mental Health Administration. Evidence-Based Practices Resource Center. Retrieved from <https://www.samhsa.gov/resource-search/ebp>

<sup>9</sup> Stop Underage Drinking, Interagency Coordinating Committee on the Prevention of Underage Drinking. Retrieved from <https://www.stopalcoholabuse.gov/research-resources/>

<sup>10</sup> Blueprints for Healthy Youth Development. Retrieved from <https://www.blueprintsprograms.org/program-search/>

<sup>11</sup> The Centers for Disease Control and Prevention. The Community Guide. Retrieved from <https://www.thecommunityguide.org/>

<sup>12</sup> Substance Abuse and Mental Health Services Administration. Suicide Prevention Resource Center. Retrieved from <https://www.sprc.org/resources-programs>

<sup>13</sup> DeJong, W. (1995). Setting and improving policies for reducing alcohol and other drug problems on campus: A guide for administrators. U.S. Department of Education. Retrieved from <https://safesupportivelearning.ed.gov/sites/default/files/hec/product/policy.pdf>

<sup>14</sup> This Guide for Stores Selling Alcohol was produced by Maine and includes best practices in hiring and training staff, preventing underage purchases, identifying fake identifications, recommendations for store set-up, signage and promotions, checklist for responsible retailing practices, and templates for guide creation. Maine Department of Health and Human Services. (2010). The guide for stores selling alcohol. Retrieved from

<https://www.maine.gov/dhhs/mecdc/population-health/prevention/community/licensee/cardme/documents/Off%20Prem%20Materials/guide%20for%20stores%20Off%20Premise.pdf>



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- <sup>15</sup> Counts, J. M., Buffington, E. S., Chang-Rios, K., Rasmussen, H. N., & Preacher, K. J. (2010). The development and validation of the protective factors survey: A self-report measure of protective factors against child maltreatment. *Child Abuse & Neglect*, 34(10), 762-772.
- <sup>16</sup> Friends National Center Families and Communities Rising, Inc. (n.d.). Protective Factors Survey (PFS). Retrieved from <https://friendsnrc.org/evaluation/protective-factors-survey/>
- <sup>17</sup> Center for Disease Control and Prevention. (n.d.). Core SVIPP Shared Risk and Protective Factor Measurement Toolkit: MS Access Database User Guide. Retrieved from [https://ftp.cdc.gov/pub/TBI/core/grantee\\_meeting/shared\\_risk\\_and\\_protective\\_factor\\_toolkit/shared\\_RFPF\\_toolkit\\_user\\_guide.pdf](https://ftp.cdc.gov/pub/TBI/core/grantee_meeting/shared_risk_and_protective_factor_toolkit/shared_RFPF_toolkit_user_guide.pdf)
- <sup>18</sup> Green, B., Lyerla, R., Stroup, D., Azofeifa, A., High, P. (2016). A tool for assessing a community's capacity for substance abuse care. *Preventing Chronic Disease*, 13, 1-10. Retrieved from [https://www.cdc.gov/pcd/issues/2016/16\\_0190.htm](https://www.cdc.gov/pcd/issues/2016/16_0190.htm)
- <sup>19</sup> Includes a parent survey on how to assess underage drinking your community. Retrieved from <https://preventionactionalliance.org/about/programs/parents-who-host-lose-the-most/how-to-assess-underage-drinking-in-your-community/>
- <sup>20</sup> The National Center on Safe Supportive Learning Environments published this free Education School Climate Survey. Retrieved from <https://safesupportivelearning.ed.gov/edscls>
- <sup>21</sup> Ahonen, P., Geary, E., & Keene, K. (2019). Tribal TANF Child Welfare Coordination: Theory of change and logic models. Office of Planning, Research, and Evaluation, Administration for Children and Families. Retrieved from [https://www.acf.hhs.gov/sites/default/files/documents/opre/theory\\_of\\_change\\_and\\_logic\\_models\\_03272019\\_508.pdf](https://www.acf.hhs.gov/sites/default/files/documents/opre/theory_of_change_and_logic_models_03272019_508.pdf)
- <sup>22</sup> The National Crittenton Foundation. Introduce the Adverse Childhood Experiences (ACES) Survey Toolkit for Providers. (n.d.). Retrieved from [https://www.pacesconnection.com/g/Parenting-with-ACEs/fileSendAction/fcType/5/fcOid/431258360817204230/fodoid/431258360817204229/ACES\\_Toolkit.pdf](https://www.pacesconnection.com/g/Parenting-with-ACEs/fileSendAction/fcType/5/fcOid/431258360817204230/fodoid/431258360817204229/ACES_Toolkit.pdf)
- <sup>23</sup> Substance Abuse and Mental Health Administration. (n.d.). Community engagement resources: Media toolkit. Retrieved from <https://www.samhsa.gov/sites/default/files/tthy-2020-media-guide.pdf>
- <sup>24</sup> Save.org. Responsible reporting of suicide. Retrieved from <https://reportingonsuicide.org/>
- <sup>25</sup> Centers for Disease Control and Prevention. (2017). Guide for measuring alcohol outlet density. Atlanta, GA: Centers for Disease Control and Prevention, US Dept of Health and Human Services. Retrieved from <https://www.cdc.gov/alcohol/pdfs/CDC-Guide-for-Measuring-Alcohol-Outlet-Density.pdf>
- <sup>26</sup> Code Compliance Review Board complaint form available at <https://www.beerinstitute.org/responsibility/ccrb-complaint-decisions/#:~:text=Submit%20a%20complaint,contact%20you%20with%20a%20response.>
- <sup>27</sup> Code Complaint form available at <https://www.distilledspirits.org/how-to-file-a-complaint/>
- <sup>28</sup> Code Compliance submission process available at <https://wineinstitute.org/our-work/responsibility/social/ad-code/>
- <sup>29</sup> National Conference of State Legislatures. (2021). NCSL 50-state searchable bill tracking databases. Retrieved from <https://www.ncsl.org/research/telecommunications-and-information-technology/ncsl-50-state-searchable-bill-tracking-databases.aspx>
- <sup>30</sup> Alcohol health literacy empowers people to understand alcohol marketing and messages and how alcohol information is distributed through social networks.



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- <sup>31</sup> Okan, O., Rowlands, G., Sykes, S., & Wills, J. (2020). Shaping alcohol health literacy: A systematic concept analysis and review. *Health Literacy Research and Practice*, 4(1), e3-e20.
- <sup>32</sup> National Center for Cultural Competence, Georgetown University Center for Child and Human Development. (2006). Cultural and linguistic competence policy assessment. Retrieved from <https://nccc.georgetown.edu/assessments/clcpa.php>
- <sup>33</sup> American Speech-Language-Hearing Association. (2021). Cultural competence check-in: Self-reflection. Retrieved from <https://www.asha.org/siteassets/uploadedfiles/multicultural/self-reflection-checklist.pdf>

