



## Prevention Lesson Package: Selecting Evidence-Based Programs and Practices

### Lesson Objectives

**Remember and Understand:** *What is an evidence-based program? What are some examples of evidence-based programs?* Students will learn from the didactic portion of the lesson a general knowledge of evidence-based programs and practices. Students will gain an understanding of how programs are selected and how to use established program registries.

**Applying:** *How can we use risk and protective factor data to select evidence-based programs to prevent negative outcomes?* Students will use the information on risk and protective factors to demonstrate understanding of how these factors can be applied to identifying evidence-based prevention programs. Students will use [Blueprints for Healthy Youth Development](#) to discover evidence-based programs and apply it to an example based on their areas of interest (e.g., middle school student substance use).

### Terms to Know

Evidence-based Programs and Practices, Program Outcomes, Evidence

### Suggested Materials

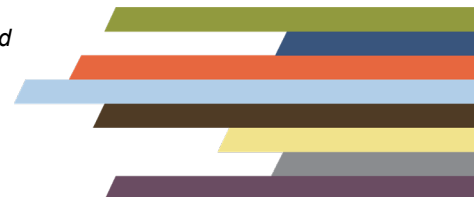
#### Pre-Assigned Readings (all articles are open-source and available at the below links)

Blueprints for Healthy Youth Development. (nd). FAQ. <https://www.blueprintsprograms.org/faq/>

Buckley, P. R., Fagan, A. A., Pampel, F. C., & Hill, K. G. (2020). Making evidence-based interventions relevant for users: A comparison of requirements for dissemination readiness across program registries. *Evaluation Review*, 44(1), 51–83.  
<https://doi.org/10.1177/0193841X20933776>

Gottfredson, D. C., Cook, T. D., Gardner, F. E., Gorman-Smith, D., Howe, G. W., Sandler, I. N., & Zafft, K. M. (2015). Standards of evidence for efficacy, effectiveness, and scale-up research in prevention science: Next generation. *Prevention Science*, 16(7), 893–926.  
<https://doi.org/10.1007/s1121-015-0555-x>

Puddy, R. W. & Wilkins, N. (2011). Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness. Atlanta, GA: Centers for Disease Control and Prevention.  
[https://www.cdc.gov/violenceprevention/pdf/understanding\\_evidence-a.pdf](https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf)



### *Handouts and Online Resources*

- [A Primer on How to Read a Scientific Paper for Substance Misuse Prevention Professionals](#) - Compilation of resources from the Pacific Southwest Prevention Technology Transfer Center (PTTC) to assist prevention professionals in enhancing their understanding of peer-reviewed journal articles. Topics covered include what “peer-reviewed” means, the purpose of each section of an article, step-by-step instructions on how to read an article, and types of study designs.
- [Guide to Online Registries for Substance Misuse Prevention Evidence-based Programs and Practices](#) – Guide from the Pacific Southwest PTTC that summarizes many available federal registries and online databases where prevention practitioners can begin their search for the “best fit” evidence-based prevention program, policy, or practice.
- [How to Conduct a Thorough Literature Search](#) – Guide from the Pacific Southwest PTTC that provides a brief overview of how to approach searching through peer-reviewed or scientific papers. It outlines steps for conducting an unbiased literature search and includes tips and tricks for a thorough search.
- [NIRN The Hexagon: An Exploration Tool](#) – Interactive lesson and resources from the National Implementation Research Network Active Implementation Hub on the Hexagon Tool where you will learn how to identify needs within your organization along with other information and how to use the hexagon process to inform your implementation planning.

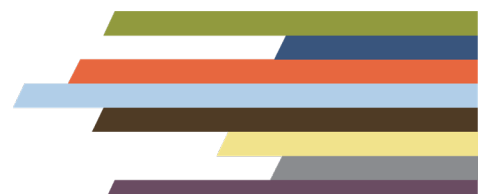
### *Application*

*Below is an application activity for students to pull together what they have learned about evidence-based programs and practices from the readings, PowerPoint, and supplemental materials. This activity can be modified to be used as an in-class activity or as a post-learning homework assignment.*

#### *Activity 1: Selecting Evidence-Based Programs*

This activity helps students select evidence-based programs and practices using [Blueprints for Healthy Youth Development](#). This can be done independently or in small groups and may be tailored in many ways. For example, looking at various combinations of risk and protective factors or comparing programs. You may also conduct this activity with another evidence-based program registry such as [U.S. Department of Education What Works Clearinghouse](#), or the [Results First Clearinghouse Database](#), which brings together information from nine national registries of social programs.

- Explain [Blueprints for Healthy Youth Development](#). Have students read through the [FAQ page](#) to understand the meaning and utilization of an evidence-based programs registry.
- Individually or in a small group, choose a program outcome of interest.
  - Alternative:
    - Have students start out by choosing risk and protective factor(s) they are interested in, or based off data from their community.
- Using the “[Find Programs](#)” tab on the website, look at some of the programs that are identified for addressing your factors. Choose one program and read the information provided by the site.

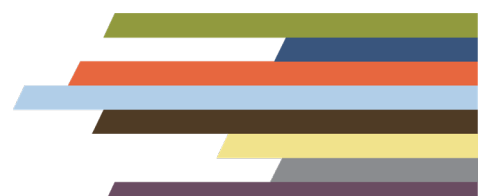


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- Summarize and be prepared to share with the class 1) risk and protective factors your program is addressing, 2) main outcomes of the program, 3) program background, 4) evidence for the program, 5) components of the program, and 6) who you would recommend this program to and why.
- At the end of the activity, have students think about how this relates back to their own area of research or their population of interest.
- Other Application Ideas:
  - If using community data, have students collaborate to select the best-fit program to meet the needs of the community. Why did they select that program? What steps did they take to reach that conclusion? What evidence or information did they take into consideration? Why?

### *Other Online Resources*

- **Other Registries of Evidence-Based Programs and Practices**
  - [Results First Clearinghouse Database](#) – Online resource developed by the Pew Results First Initiative of social policy programs from nine clearinghouses. Users are able to identify program evaluations and evidence.
  - [California Evidence-Based Clearinghouse for Child Welfare](#) – Child welfare practices and programs aiming to improve child safety, increase permanency, increase family and community stability, and promote child and family well-being
  - [U.S. Department of Education What Works Clearinghouse](#) - Clearinghouse that helps professionals in education make evidence-based decisions but providing evidence of effectiveness of programs, policies and practices.
  - [U.S. Department of Crime Solutions](#) - Registry of justice-related programs and practices.
- **Benefit-Cost**
  - [Washington State Institute for Public Policy \(WSIPP\) Benefit Cost Results](#) - Benefit-cost results of evidence-based programs.
- **Selecting Programs**
  - [Selecting Best-fit Programs and Practices: Guidance for Substance Misuse Prevention Practitioners](#) - Guidance document from Substance Abuse and Mental Health Services Administration that "places the selection of programs and practices within the context of evidence-based prevention."
- **Prevention Training Module**
  - [Prevention Training Module 2: Direct Practice in Prevention](#) - Part 2 of a 4-part training developed by Drs. Kimberly Bender and Jeffery M. Jenson, Graduate School of Social Work, University of Denver, and Dr. Anne Williford, School of Social Work, Colorado State University.
- **Understanding Evidence**
  - [Resource Center](#) – Contains modules, case studies, and other resources on how evidence can be used to make decisions in communities around prevention.



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Supplemental resources are also available. The Prevention Science Curriculum Infusion Resource Table (<https://ptcnetwork.org/centers/northwest-pttc/product/prevention-science-curriculum-infusion-resources>) was developed to provide educators across disciplines with a variety of materials related to three broad content areas where prevention science can inform prevention practice – epidemiology, evidence-based programs, and implementation. These resources can be infused into existing courses to enhance training in prevention science.

