



What did you want to
be when you grew up?



Pacific Southwest (HHS Region 9)

PTTC

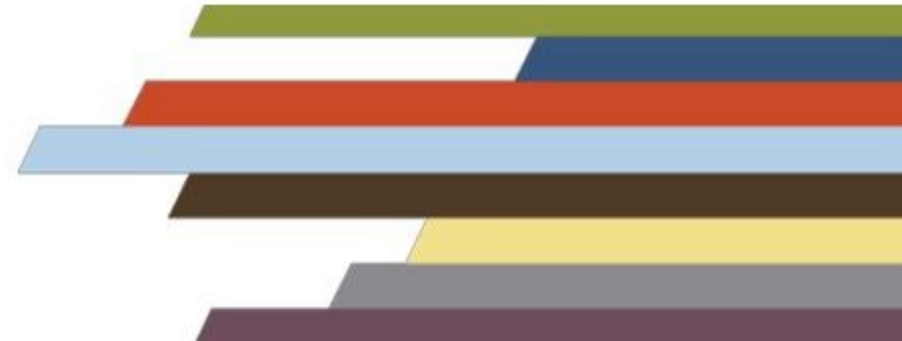
Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



Leading with Prevention Science: Preparing the Pre-professional Workforce through Curriculum Infusion Packages

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Disclaimer

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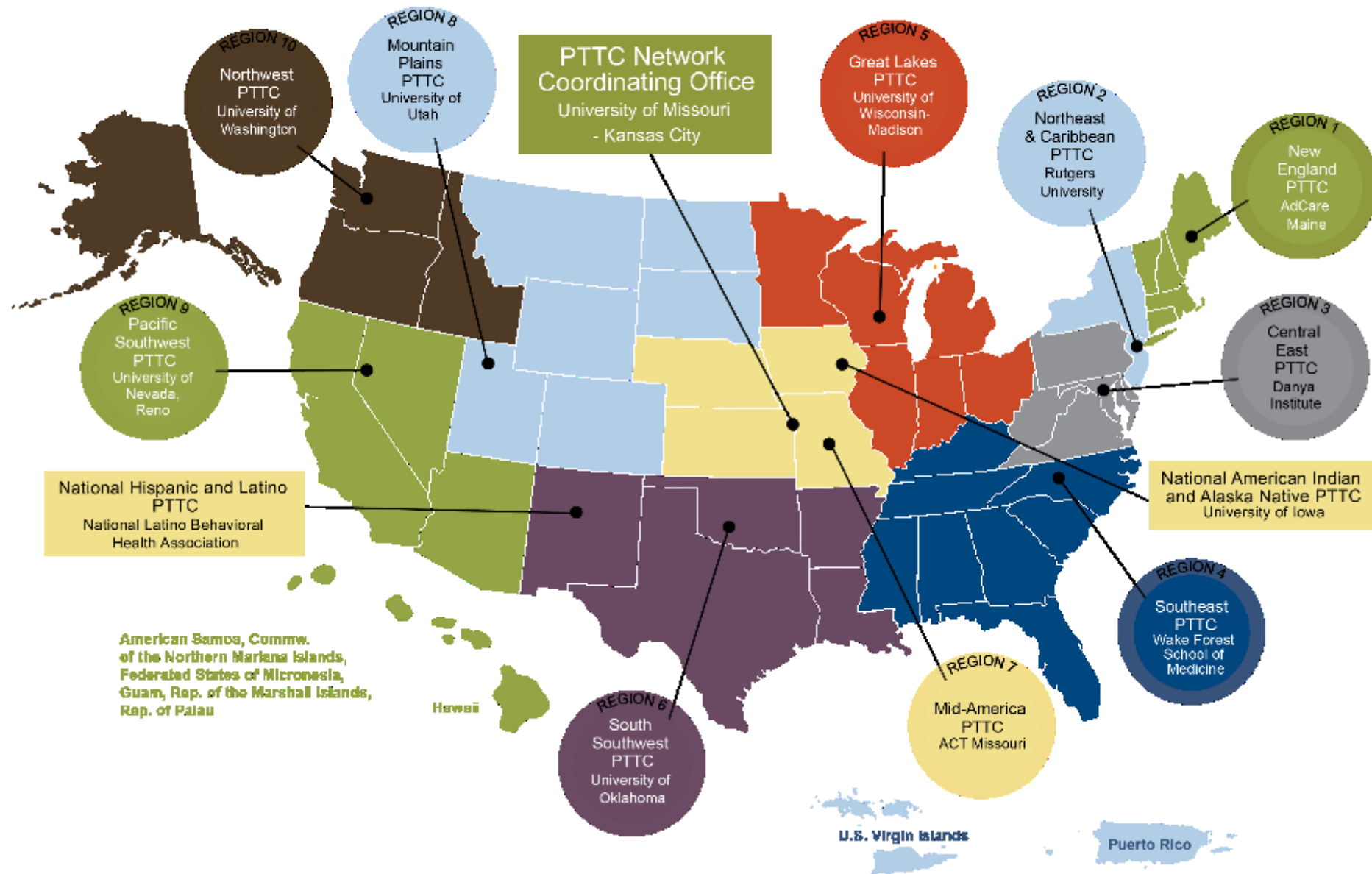
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PTTC

Prevention Technology Transfer Center Network
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PTTC Network



Purpose of the TTCs

1

Develop and strengthen the **workforces** that provide substance use disorder and mental health disorder prevention, treatment, and recovery support services.

2

Help people and organizations incorporate **effective practices** into substance use and mental health disorder prevention, treatment and recovery services.



PTTC Network Approach

The PTTCs...

Develop and disseminate tools and strategies needed to improve the quality of substance abuse prevention efforts

Provide training and resources to prevention professionals to improve their understanding of

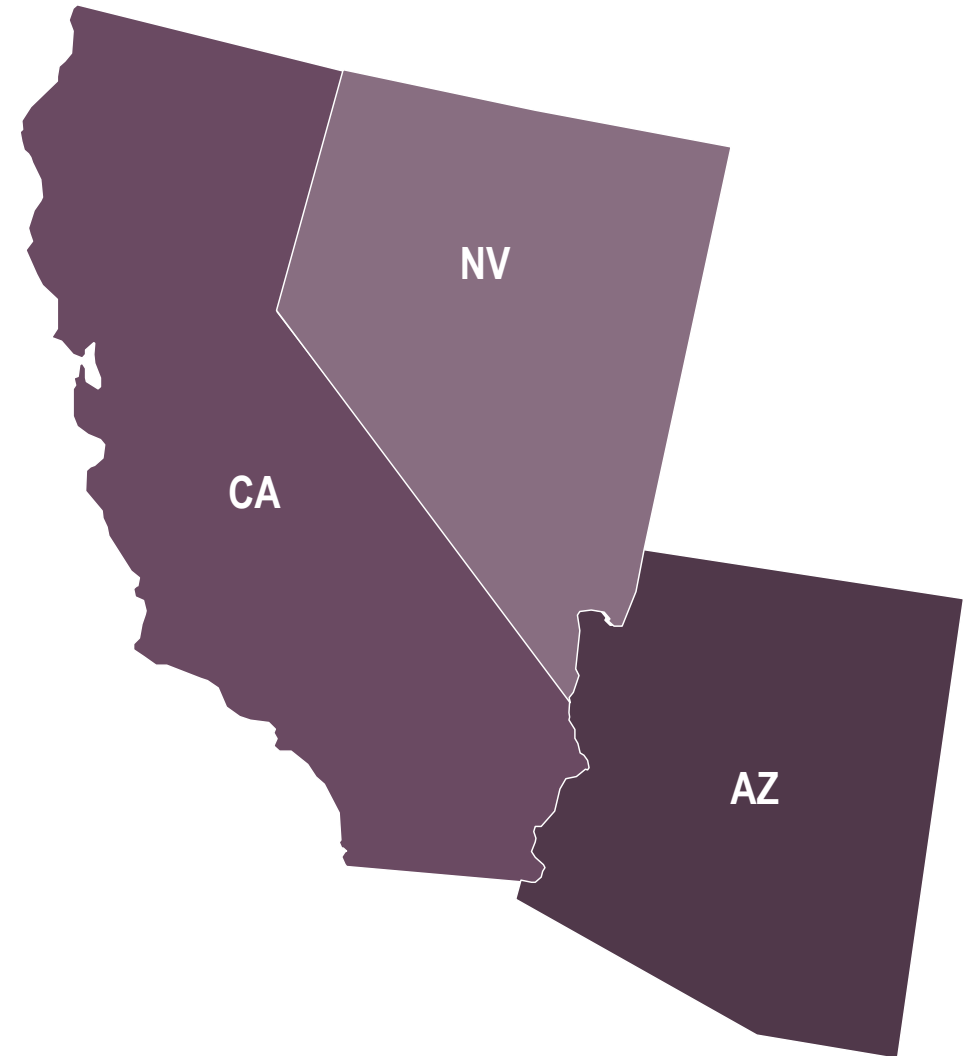
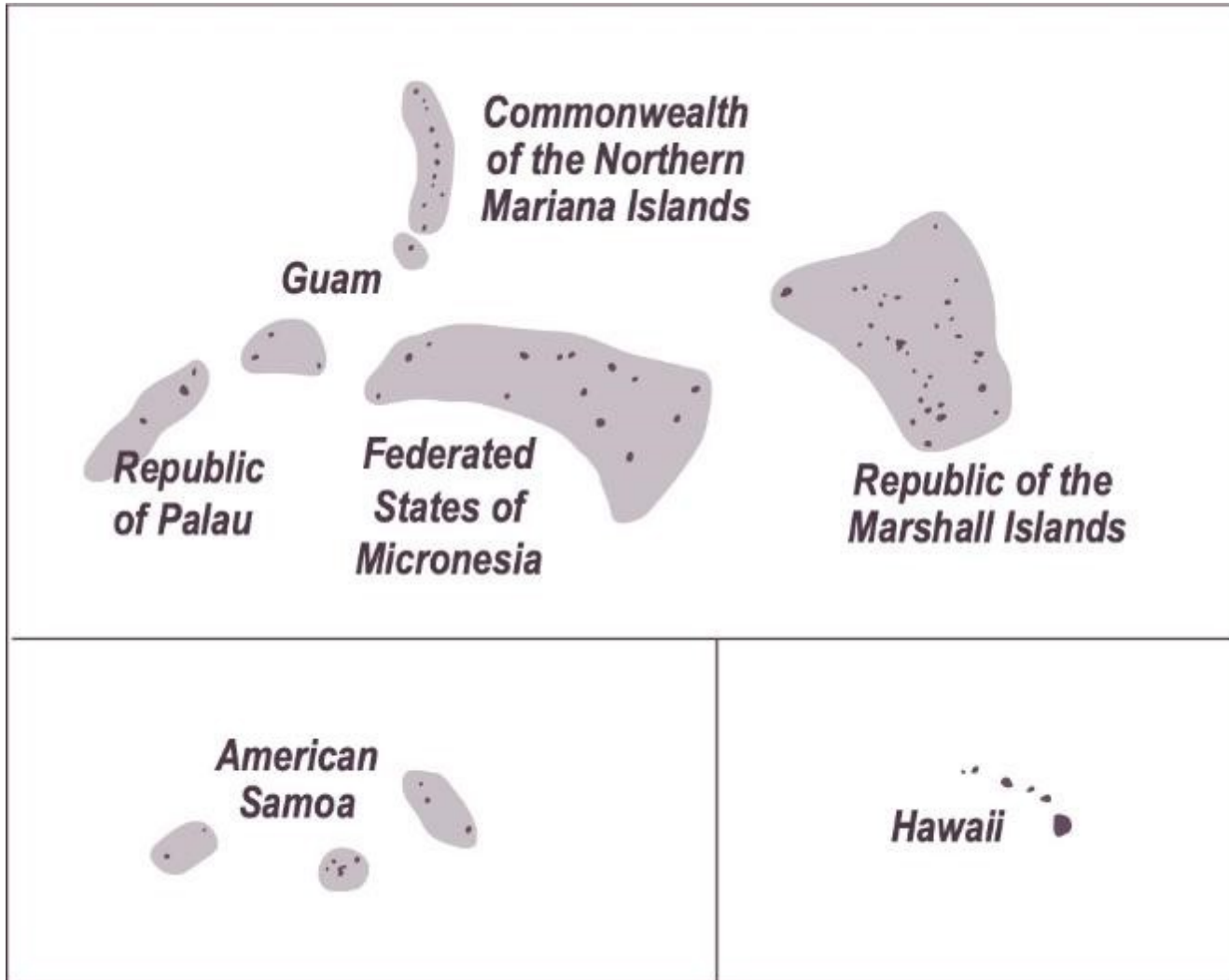
- prevention science,
- how to use epidemiological data to guide prevention planning, and
- selection and implementation of evidence-based and promising prevention practices.

Develop tools and resources to engage the next generation of prevention professionals

Pacific Southwest



CASAT
School of Public Health





Land acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

Housekeeping


- Webinar recording and materials
- Certificates of attendance



Objectives

1. Articulate the need to increase exposure to prevention science and application prior to entering the prevention workforce
2. Describe the benefits of curriculum infusion packages as an innovative method of introducing core prevention concepts
3. Discuss how curriculum infusion packages are useful and accessible across professional roles and can increase prevention knowledge regardless of educational background or status

How did you
find yourself
working in
prevention?



Everyone Has a Story



Curriculum Infusion



Why Curriculum Infusions for the field of Prevention?

- Recruit and train the workforce earlier
- Field is interdisciplinary, so prevention rarely has a clear “home”
- Limited college coursework addresses substance misuse prevention directly





What is Curriculum Infusion?

Our Aim



Thank you to our Pacific Southwest PTTC Academic Advisory Work Group

- Angela Broadus, CASAT at the University of Nevada, Reno
- Sothy Eng, University of Hawaii at Manoa
- Timothy Grigsby, University of Nevada, Las Vegas
- Jim Lange, San Diego State University
- Jungeun Olivia Lee, University of Southern California
- Sabrina Osterle, Arizona State University
- Gabrielle Richard, Blue Cross Blue Shield of Arizona
- Rick Collins, Collins Consulting LLC

The Process



Recruited an
Academic
Advisory Group
(AAG)



Searched for
existing
curriculum
infusion tools



Determined
product types
and topics



Developed
learning
objectives



Developed
content for a
variety of tools



Pilot tested



Finalized
materials

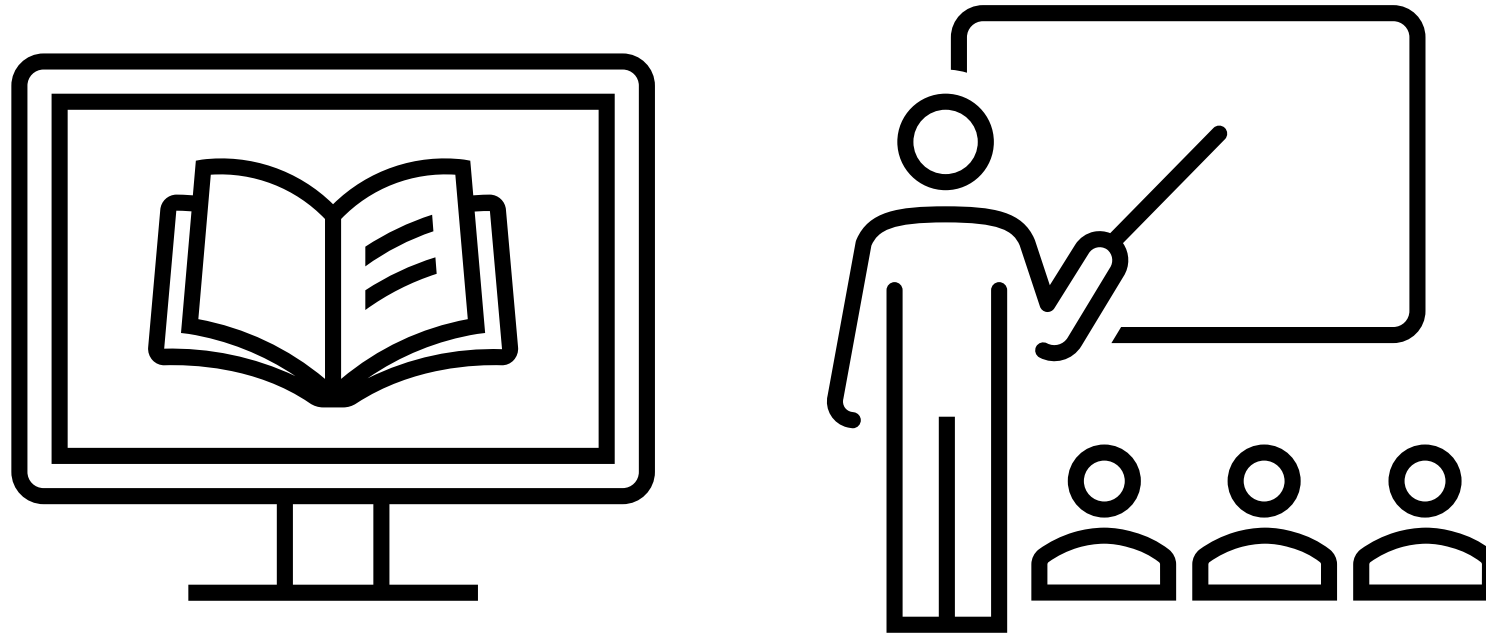
The Power of Prevention: Curriculum Infusion Packages

Module 1: Upstream and Downstream Approaches to Public Health

Module 2: The Spectrum of Behavioral Health and Approaches to Prevention

Module 3: The Social Determinants of Health and the Importance of Health Equity

Module 4: Risk and Protective Factors for Substance Misuse



How to use the Curriculum Infusion Package

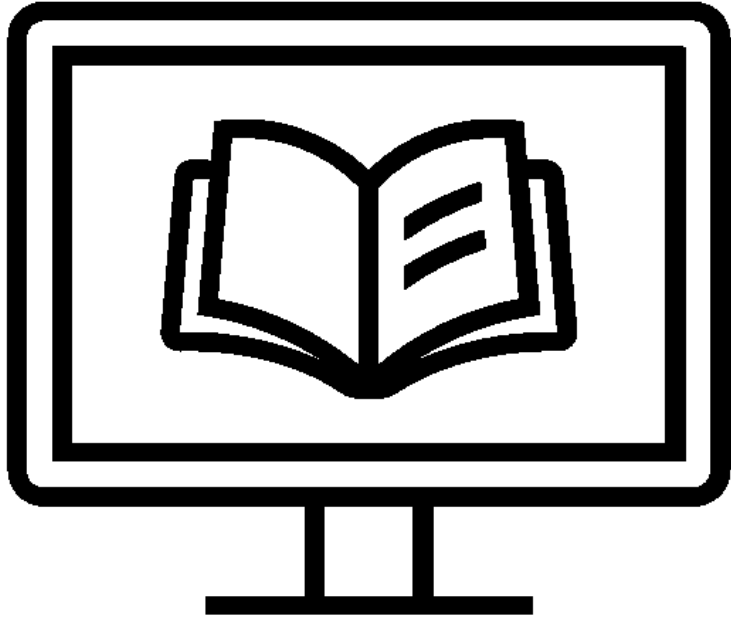
Module 1: Upstream and Downstream Approaches to Public Health

Purpose:

To help students define substance misuse prevention by distinguishing between upstream and downstream approaches and then applying these concepts through a combination of individual and interactive activities.

Learning Objectives:

- Distinguish substance use prevention from substance use treatment
- Explain the shift from “downstream” to “upstream” prevention approaches



Module 1:
Pre-session
Learning
Activity

Learning Objective #1

Distinguish substance use
prevention from substance use
treatment

Defining Prevention

- “...the action of stopping something from happening or arising”
- “...interventions offered prior to the onset of a disorder that are intended to prevent or reduce risk for the disorder”
- “efforts to avoid or reduce problematic behaviors and devise ways to interrupt the progression of community problems.”



Upstream/Downstream: The Upstream Solution



- “Upstream” - the origin of a particular issue
- “Downstream” - the outcome or aftermath of the issue

Learning Objective #2

Explain the shift from
“downstream” to “upstream”
prevention approaches



Shifting Viewpoints

Downstream Approaches – Promotes either treatment or punishment – *the consequences of use*

- Incarceration for substance-related offenses
- Availability and accessibility to treatment and recovery services
- Availability and accessibility to emergency services for overdose

Also...

- Human behavior is complex
- Treatment is not a 100% “cure” for a lot of issues
- There might be a way to add to success in reducing harm and stopping injury



Shifting Viewpoints

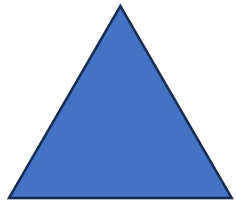
- **Upstream Approaches**
 - Are proactive rather than reactive
 - Prevent substance use from forming by addressing internal and external, risk and protective factors



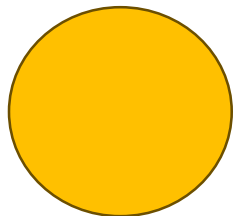
Shape-Up Activity



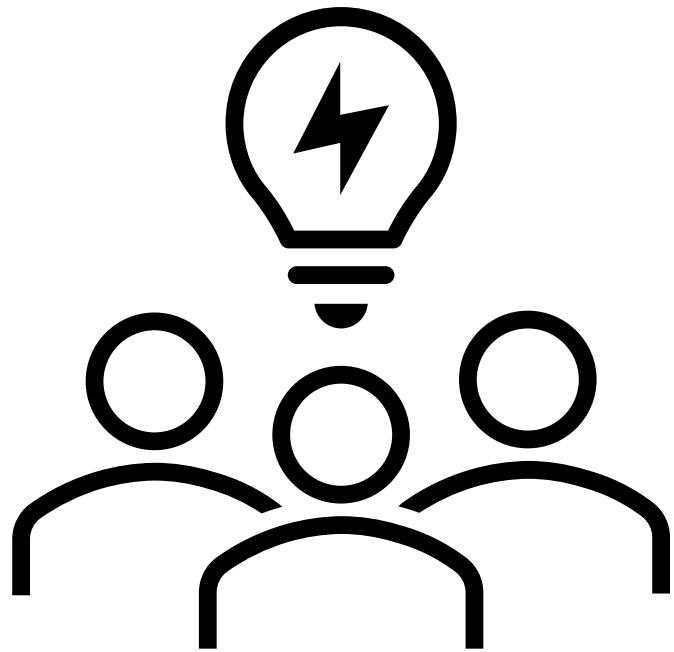
How do the concepts of *Upstream and Downstream* Approaches square with your thinking about how society approaches behavioral, social, and public health challenges?



What are three benefits of moving *Upstream* in your area of study?



What idea about moving *Upstream* has sparked your interest, surprised you, or is currently lingering in your thoughts?



Module 1: In-Class Activity

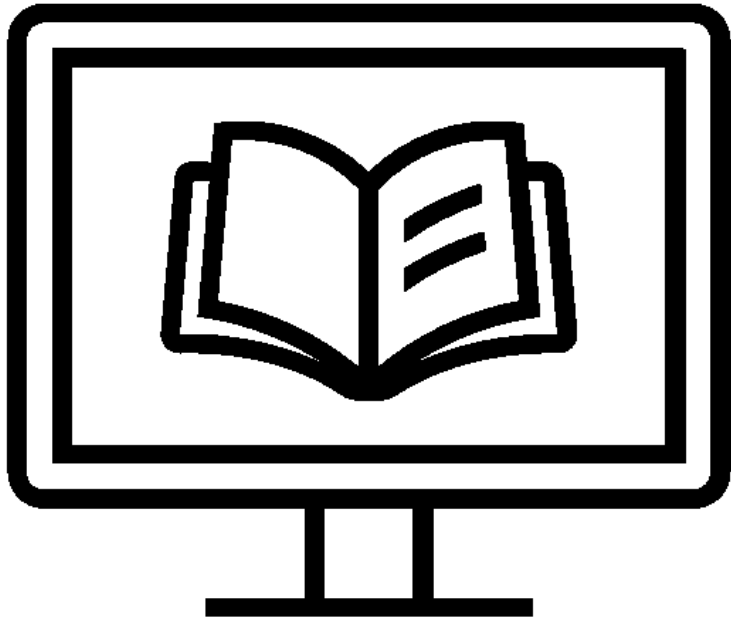
Module 3: The Social Determinants of Health and the Importance of Health Equity

Purpose:

To help participants understand how various health factors contribute to community well-being and, specifically, substance misuse rates using a county as an example.

Learning Objectives:

- Describe each component of the Social Determinants of Health (SDOH) and connect these to health promotion and prevention.
- Explain the importance of health equity in promoting the protection and reducing the risk for substance misuse



Module 3: Pre-Session Learning Activity

1. Recorded Video Presentation
2. Self-Reflection Activity
3. Preview County Health Rankings and Roadmaps Website

Social Determinants of Health



Social Determinants of Health (SDOH) and Substance Use

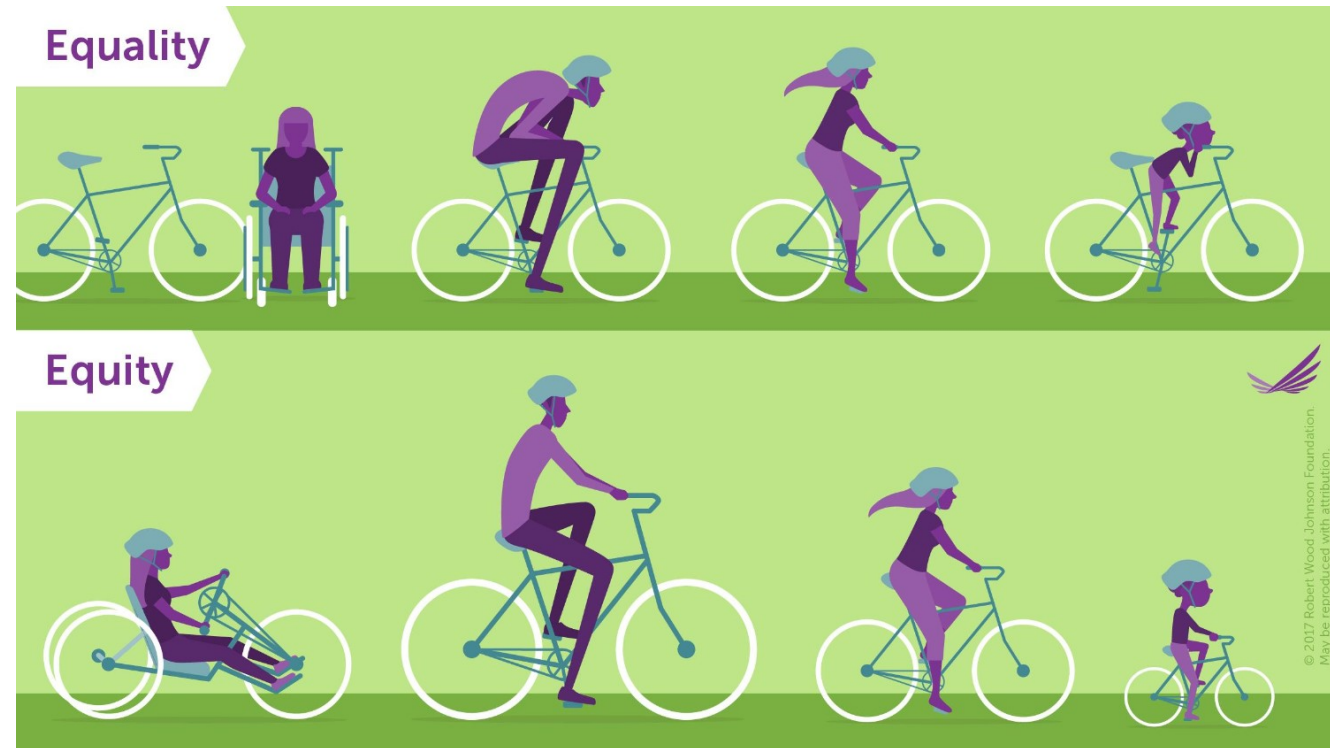
Social Determinants of Health



- Substance use is driven by conscious and subconscious factors arising from our circumstances.
- Increases in substance use have been **directly** associated with negative SDOH environmental conditions
- Deteriorating SDOH conditions have been **indirectly** associated with increased risk of substance use via increases in stress and anxiety.

Equality vs. Equity

- Equality: Everyone receives an equal or same amount or access to a resource, product, or opportunity.
- Equity: People differ and have differing circumstances. Because of this, access to resources, products, or opportunities are allocated as needed to reach an equal outcome.



Equity: Risk and Protective Factors

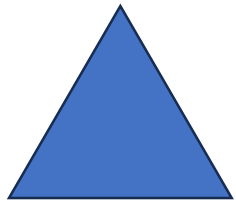
- Inequity is associated with increased risk for substance use
- Equity is associated with decreased risk for substance use



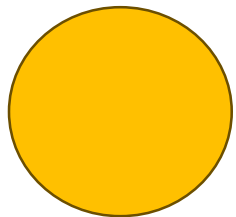
Shape-Up Activity



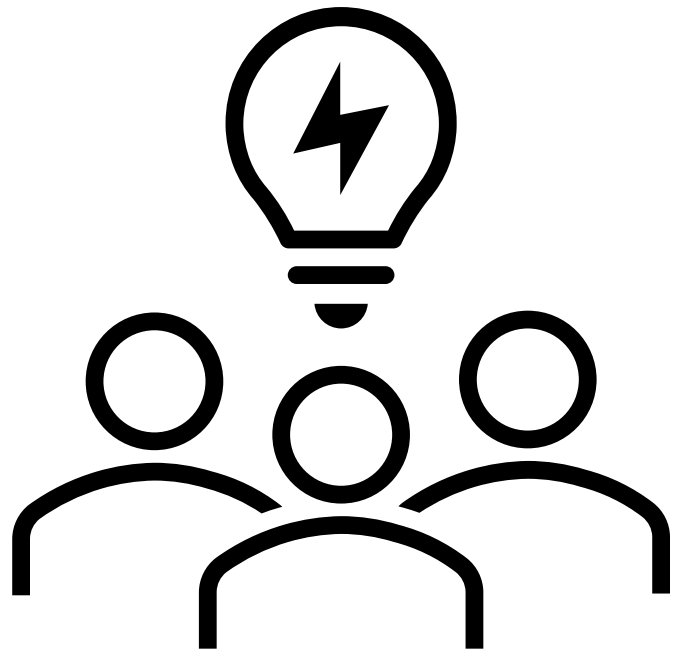
How does your perspective, or life experience, square with the impact of Social Determinants of Health on overall well-being?



What are three takeaways on the importance of health equity in promoting protection and reducing risk for substance misuse?



What about the social determinants of health (SDOH) and substance use sparked your interest, surprised you, or is currently lingering in your thoughts?



Module 3: In-Class Activity

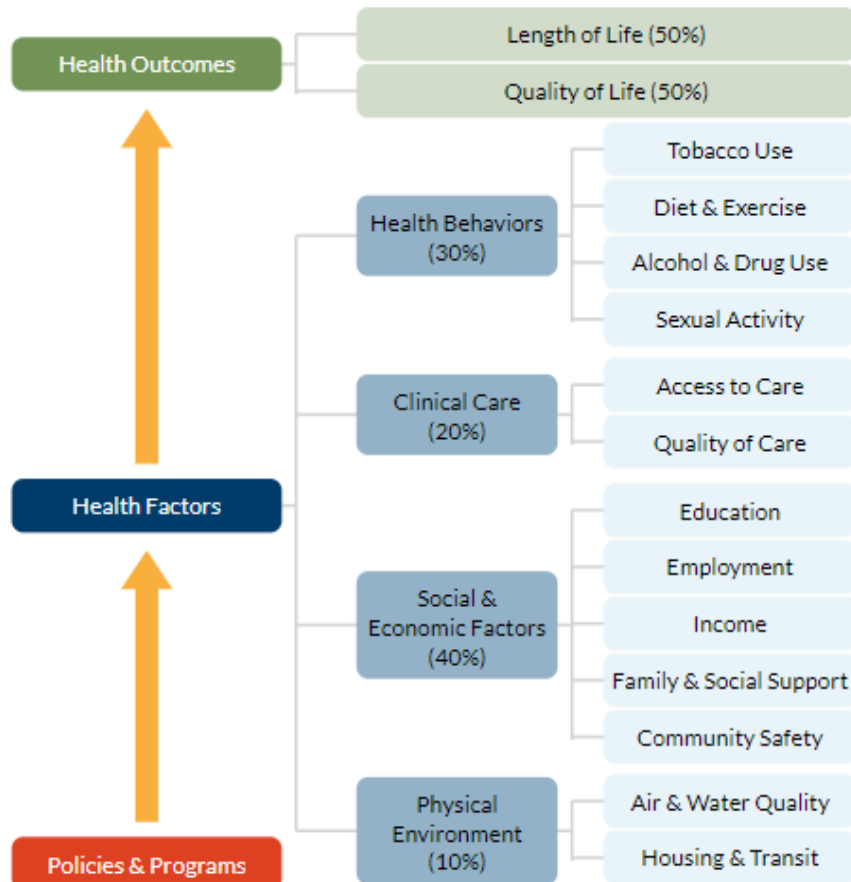
Instructor Directions

Prior to class,

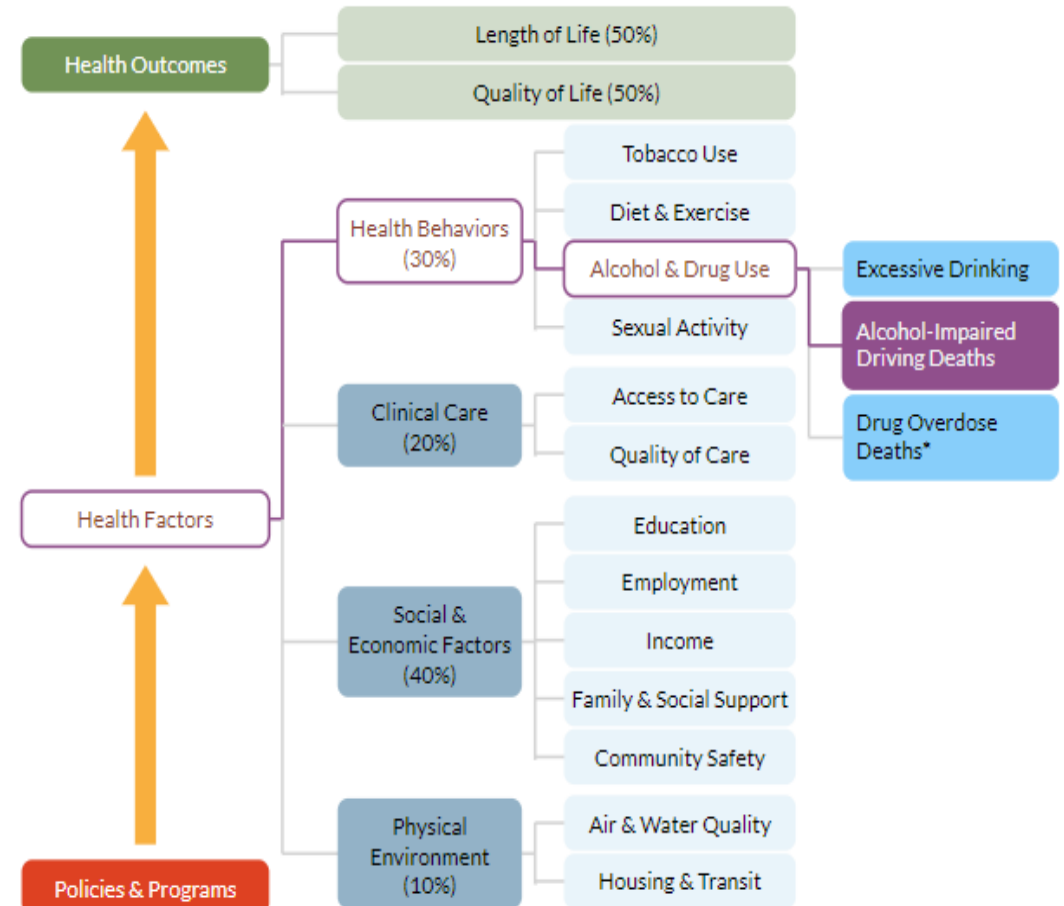
1. Familiarize yourself with the County Health Ranking website, <https://www.countyhealthrankings.org/>
2. Review the County Health Model
3. Select a county, and explore its health factors and indicators
4. Prepare printed copies of the health outcome data for students to use during class or direct students to the website to participate in the activity.

Orientation to The County Health Rankings and Roadmap Website

County Health Ranking Model



Health Factors: Example, Health Behaviors, Alcohol and Drug Use



Class Activity (50 Minutes)

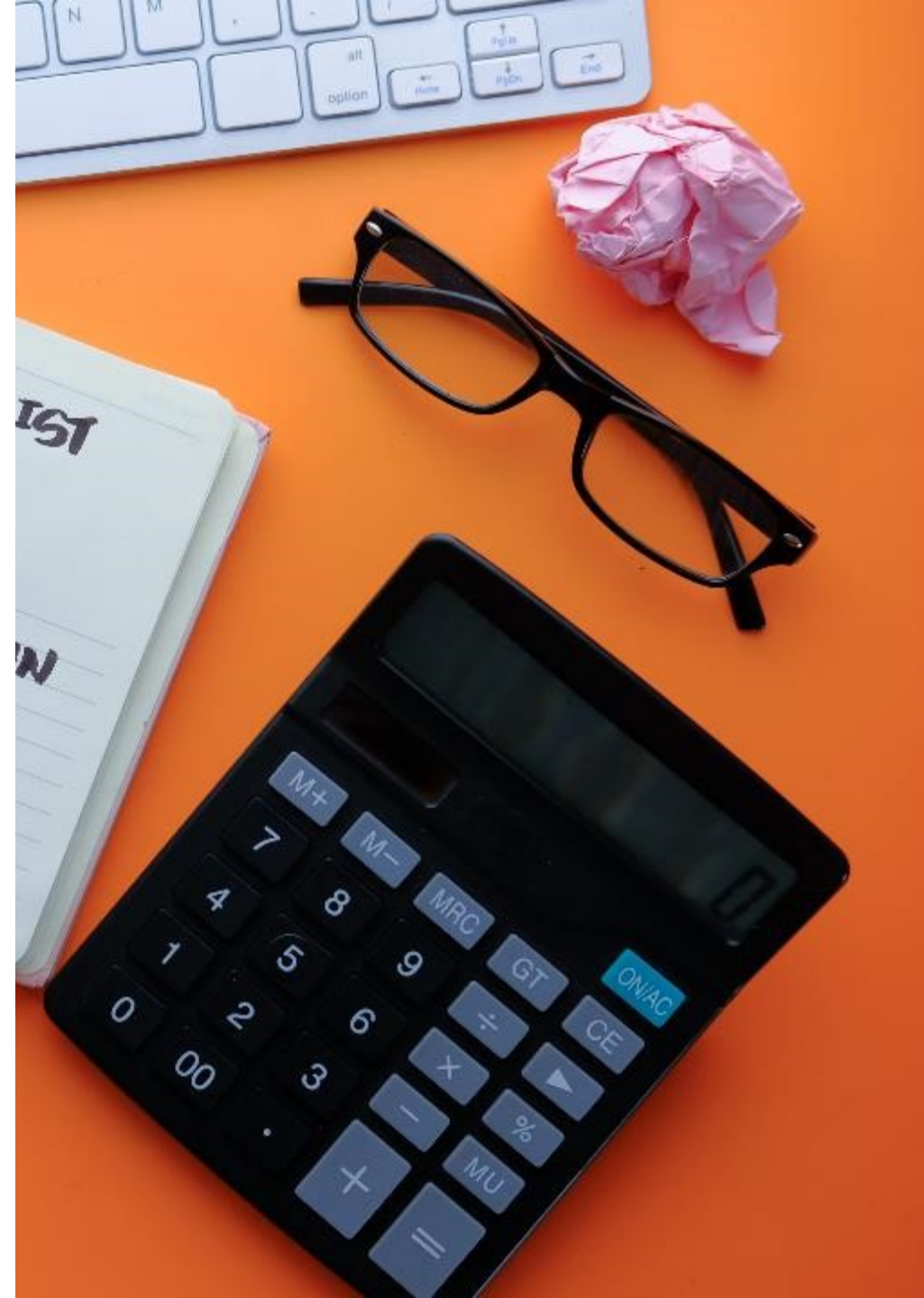
- Orient students to the County Health Ranking website.
 - Review the County Health Model tab
- Assign students to the county of your choice
- Break students out into groups by one of the four health factors
- Each group a) reviews the measures related to their assigned health factor, b) discusses and records responses to a set of questions, and c) reports a summary to the larger group. (20 minutes)
- Debrief as Large Group (20 minutes)

What are
some other
ways to use
these
materials?



Next Steps

Based on what you learned today, what is one action step you can take to use one or more of these products in your work?





Questions

Where to find the materials

Pacific Southwest
PTTC's The Power of
Prevention: A
Curriculum Infusion
Package



<https://tinyurl.com/yyuhmh3r>

Contact us!

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Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!

Thank you!



Connect with us!

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Call us toll-free: 1-833-9SW-PTTC



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Thank You!



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