

# **A Concept of a Community-Based Substance Use Prevention Service Delivery System**

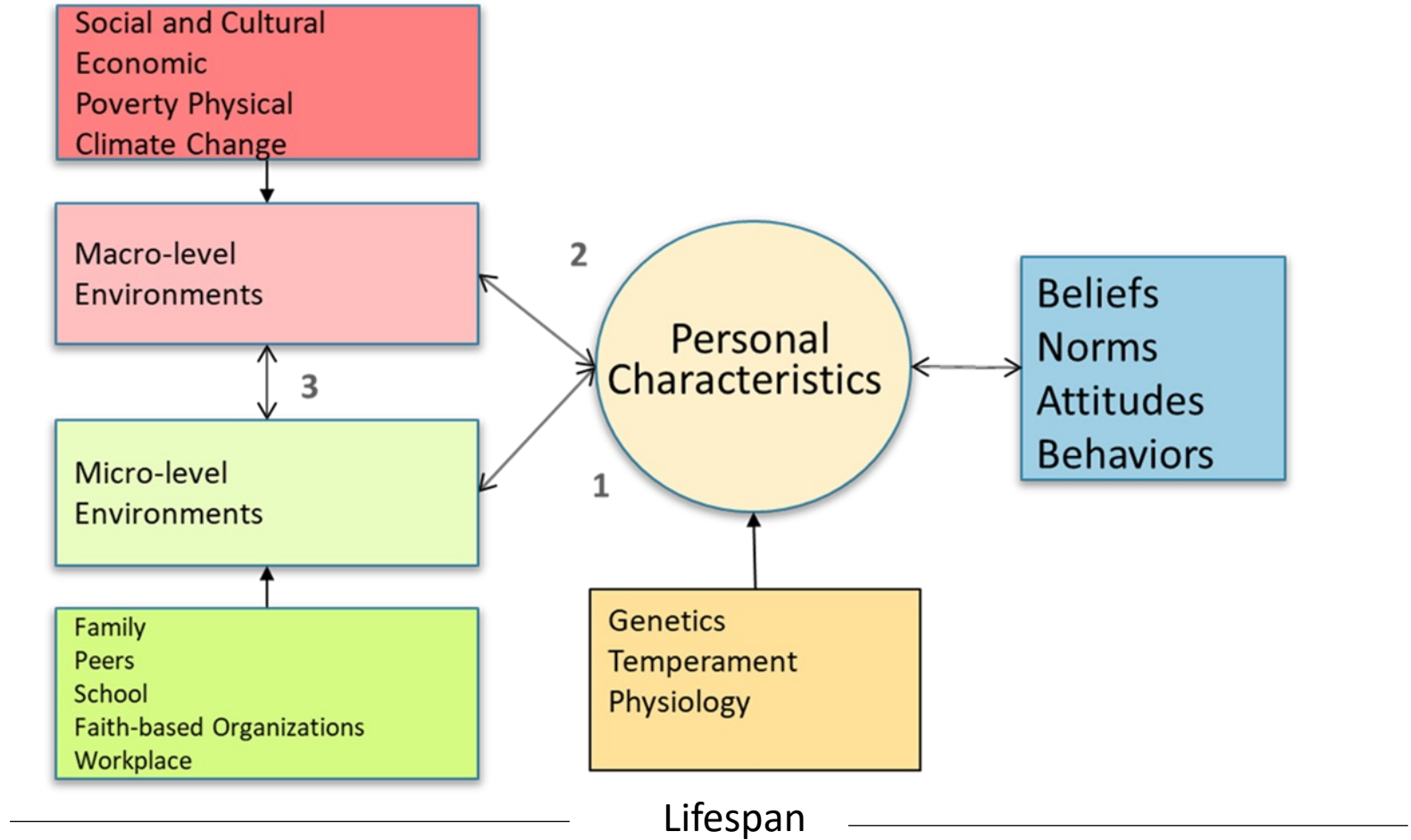
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Applied Prevention Science International  
National Prevention Network  
2023 Conference  
Birmingham, Alabama**

**Fishbein, D.H. & Sloboda, Z. (2023). A national strategy for preventing substance and opioid use disorders through evidence-based prevention programming that fosters health outcomes in our youth. *Clinical Child & Family Psychology Reviews*, 26: 1-16.  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9768412/>)**

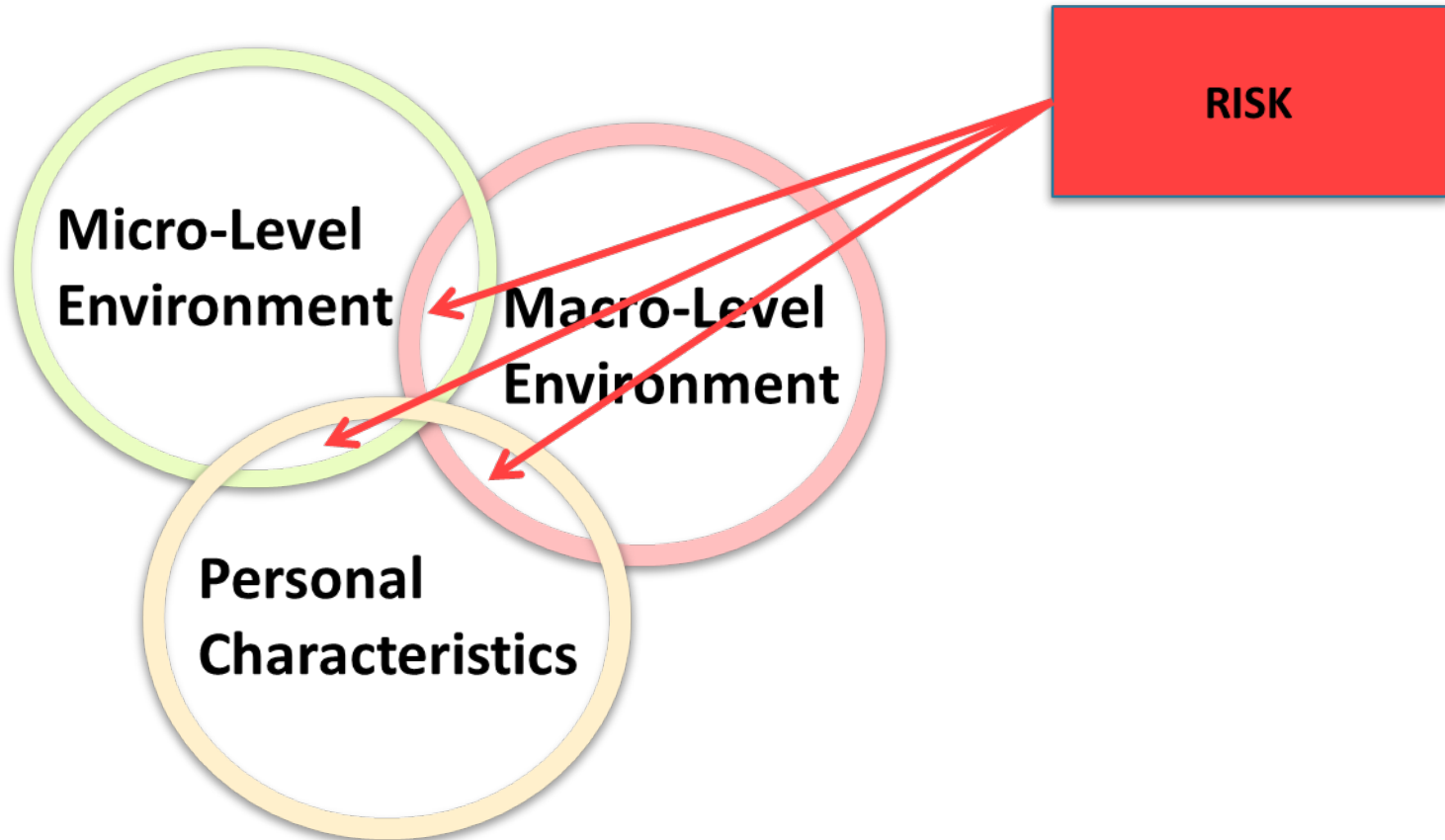
# What do we know about how to prevent substance use?

- Etiology—multi-faceted and life-long
- Understanding behavior—informed by theories of human development, learning, and human behavior
- Developing effective prevention interventions and policies
- Implementing effective prevention interventions to achieve desired outcomes
- Sustaining effective prevention interventions over time

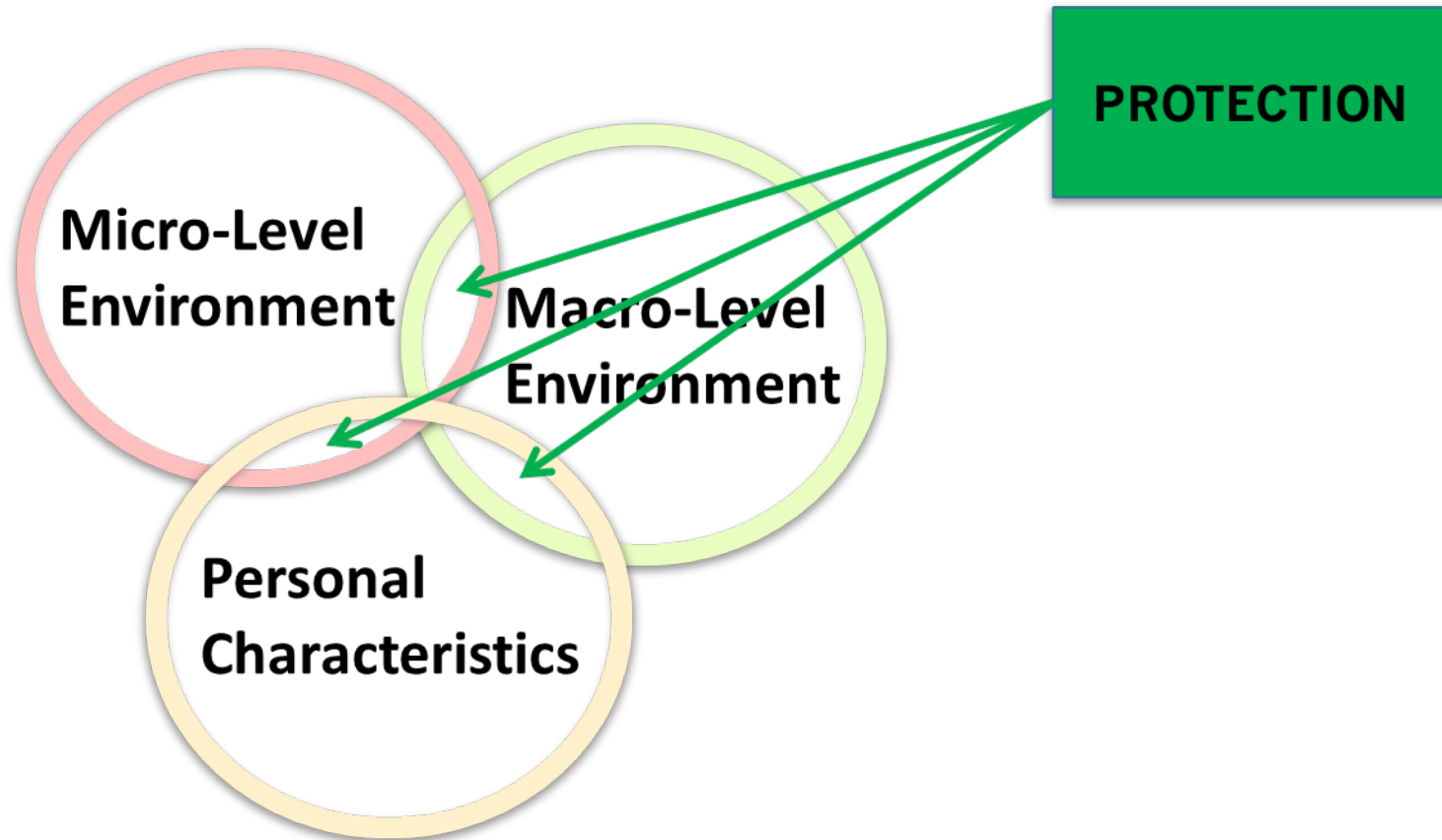
# Etiology Model



# Risk is the Interface between Individual Characteristics and the Micro- and Macro-Level Environments



# Protection is the Interface between Individual Characteristics and the Micro- and Macro-Level Environments



# Interaction between Personal Characteristics (Vulnerability) and Micro-Environment

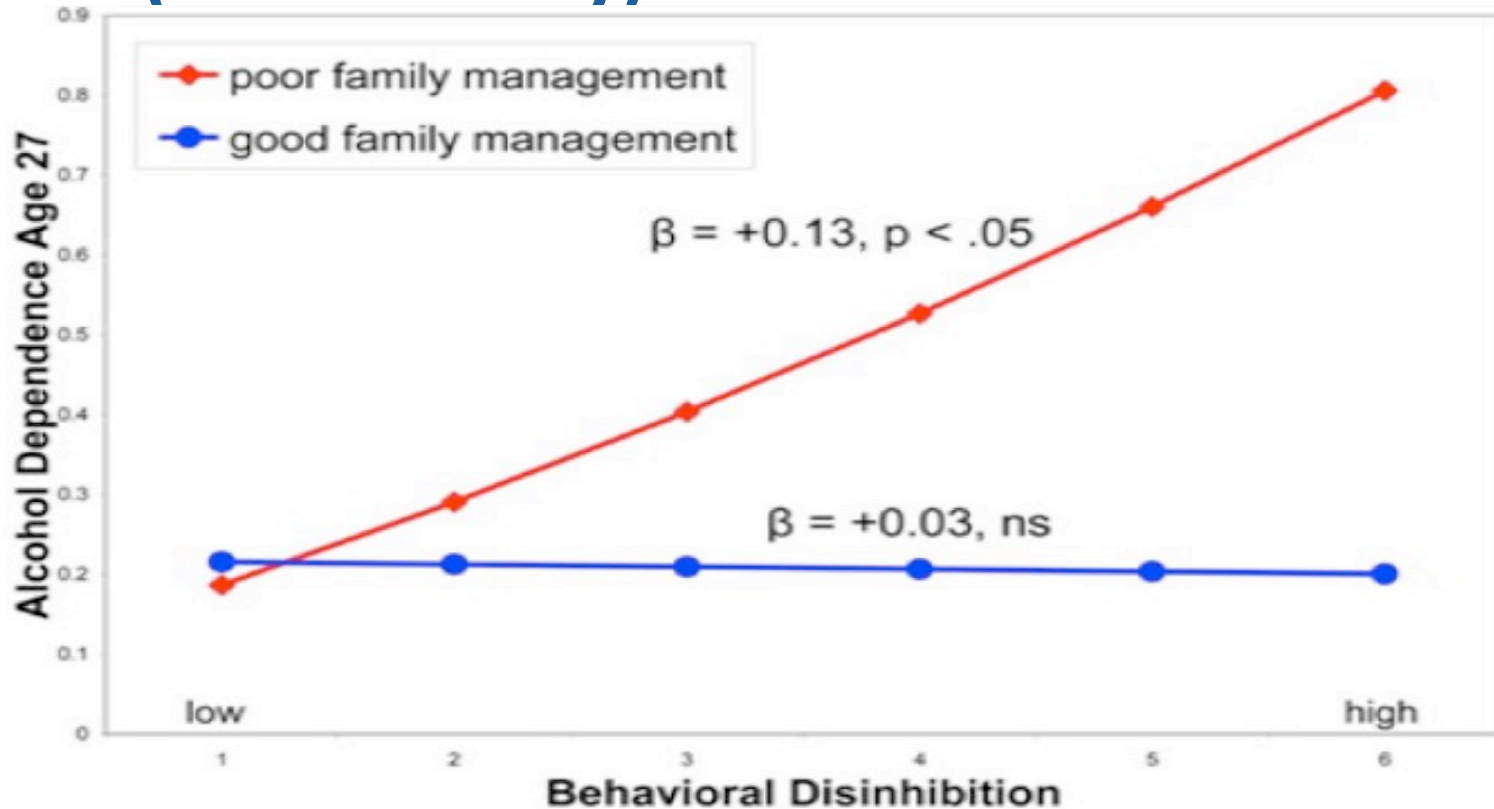


Figure 1.

Interactions between behavioral disinhibition and family management in adolescence predicting alcohol dependence criteria at age 27.

Source: Hill, K.G., Hawkins, J.D., Bailey, J.A., Catalano, R.F., Abbott, R.D. & Shapiro, V. (2010). Person-environment interaction in the prediction of alcohol abuse and alcohol dependence in adulthood. *Drug and Alcohol Dependence*, 110(1-2): 62–69.

# The Foundation of Effective Prevention Programming

- Understanding
  - How humans **develop**: physically, biologically, and cognitively
  - What conditions optimize **learning** across development--from birth to old age
  - What factors or processes influence **behavior**--how can they help change negative behaviors
- Research-based theories help to explain and build effective prevention



# Critical Theories

- Theories of etiology
- Theories of human development
- Theories of human behavior:
  - Learning theories
  - Behavior and behavior change theories

# Etiology Theories

- Identify the processes that could benefit from interventions
- Specify intervention points
- Serve as a model for monitoring and evaluation of the delivery of EB interventions or policies

# Theories of Human Development

- Examine normal and dysfunctional development
- Explains through observational studies including brain imaging
- Knowledge about late development of the brains of adolescents contributes to understanding risky behaviors

# Theories of Human Behavior: Learning Theories

## Cognitive Theory

- Piaget's Theory
- Bloom's Theory of Taxonomy
- Bruner's Constructivist Theory
- Ausubel's Advance Organizers

# Theories of Human Behavior: Behavior and Behavior Change Theories

- Social Learning Theory
- Theory of Planned Behavior

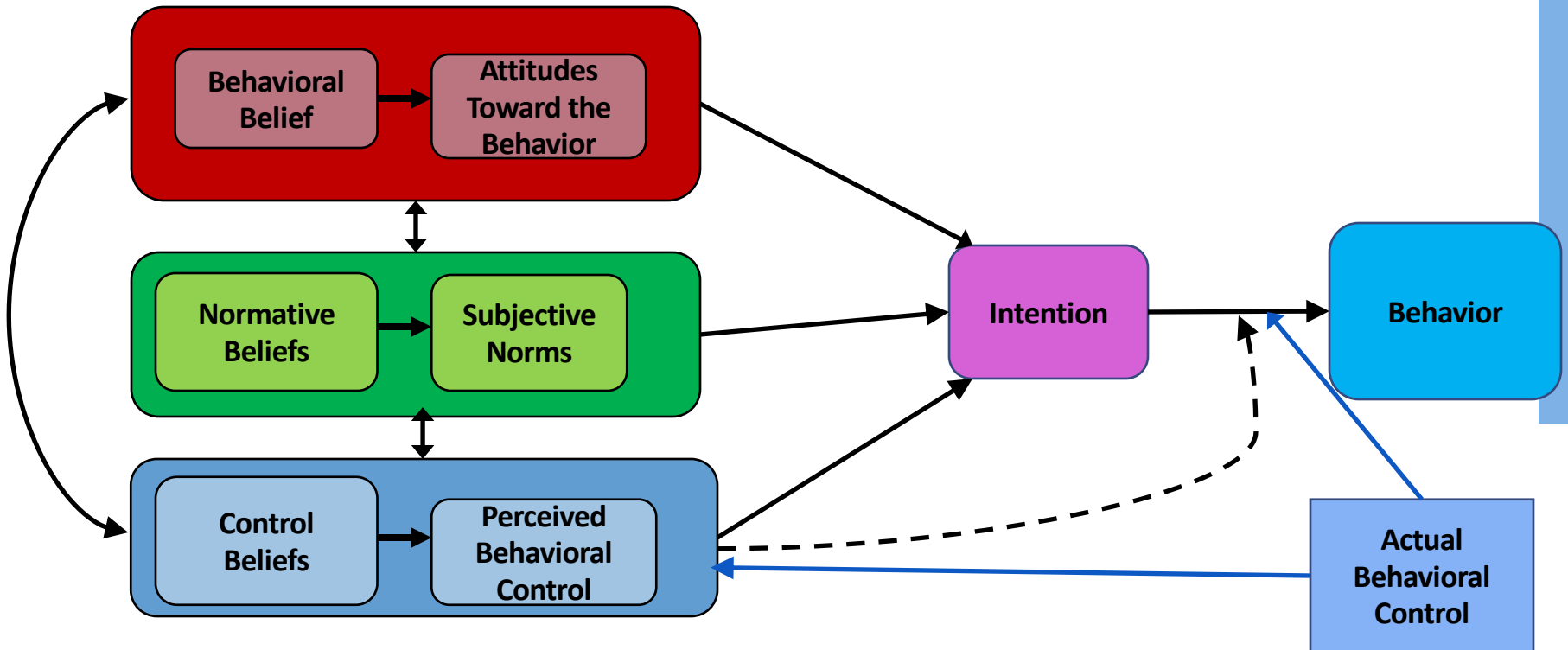
# Social Learning Theory

## Learning

- Is a cognitive process
- Takes place in a social context
- Through observation or direct instruction
- Without direct reinforcement but through observation of awards and punishments

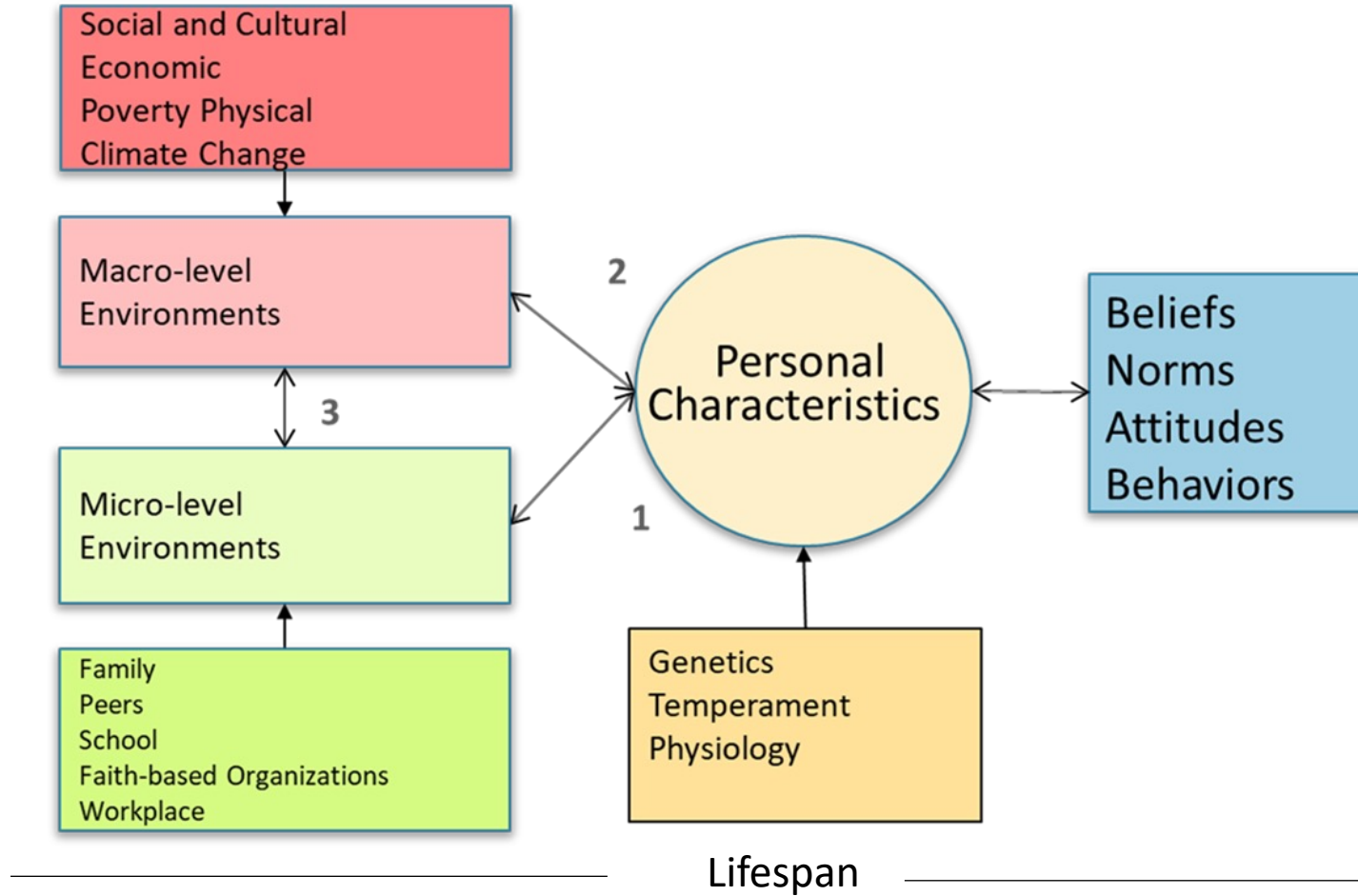
Bandura, 1963 *Social learning and personality development*. New York: Holt, Rinehart, and Winston.

# Theory of Planned Behavior



Source: <http://people.umass.edu/aizen/tpb.diag.html#null-linkrce>, (Fishbein and Ajzen, 1975; Ajzen, 1991)

# Etiology Model



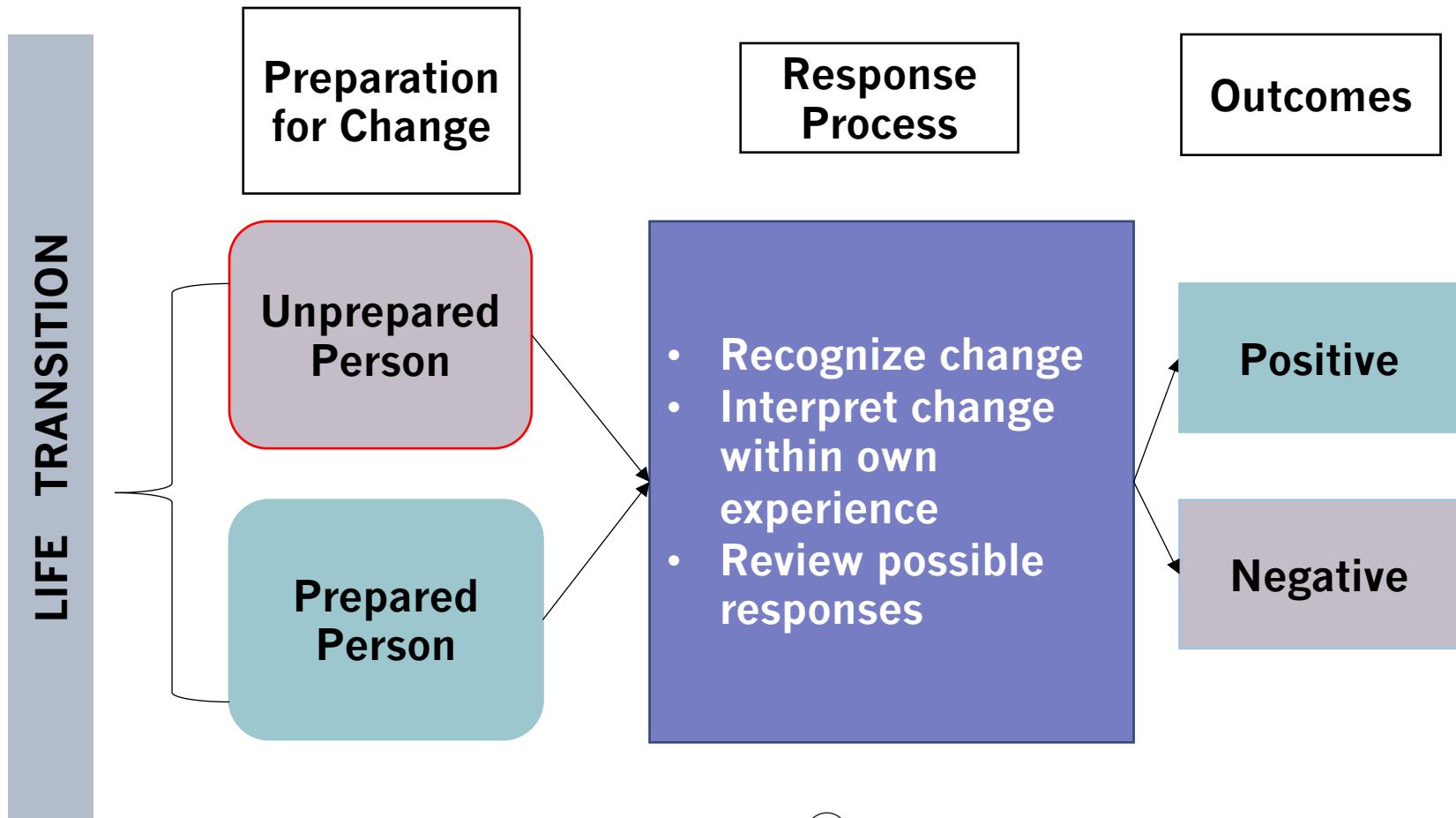


# Types of Life Transitions

- Routines
- Reactions
- Roles
- Relationships
- Reflections

*<https://www.psychologytoday.com/us/blog/between-cultures/201603/understanding-transition-stress>*

# Model of Transition Paths and Maladjustment



# Implications for Prevention

- Prevention is a socialization process
- The primary focus of preventive interventions is individual decision making with respect to socially appropriate and healthy behaviors

# Both Socialization and Prevention Programming Help Individuals

- Use evidence-based practices to collect and interpret cues within individuals' social and emotional context
- Learn and “try on” new behaviors
- Weigh the potential outcomes for the performance of these behaviors within their social and emotional context.

# Behavioral Interventions – Prevention Professionals

(1/2)

- May either **train** socialization agents, such as parents and teachers from the micro-level environments to help them:
  - Improve their socialization skills (parenting, classroom management)



# Behavioral Interventions – Prevention Professionals

(2/2)

- Or **directly engage** in the socialization process, thus becoming socialization agents themselves to help individuals:
  - Understand what is expected of them in different social and emotional contexts
  - “Try on” new behaviors
  - Weigh the potential outcomes for these behaviors within their own social and emotional context.

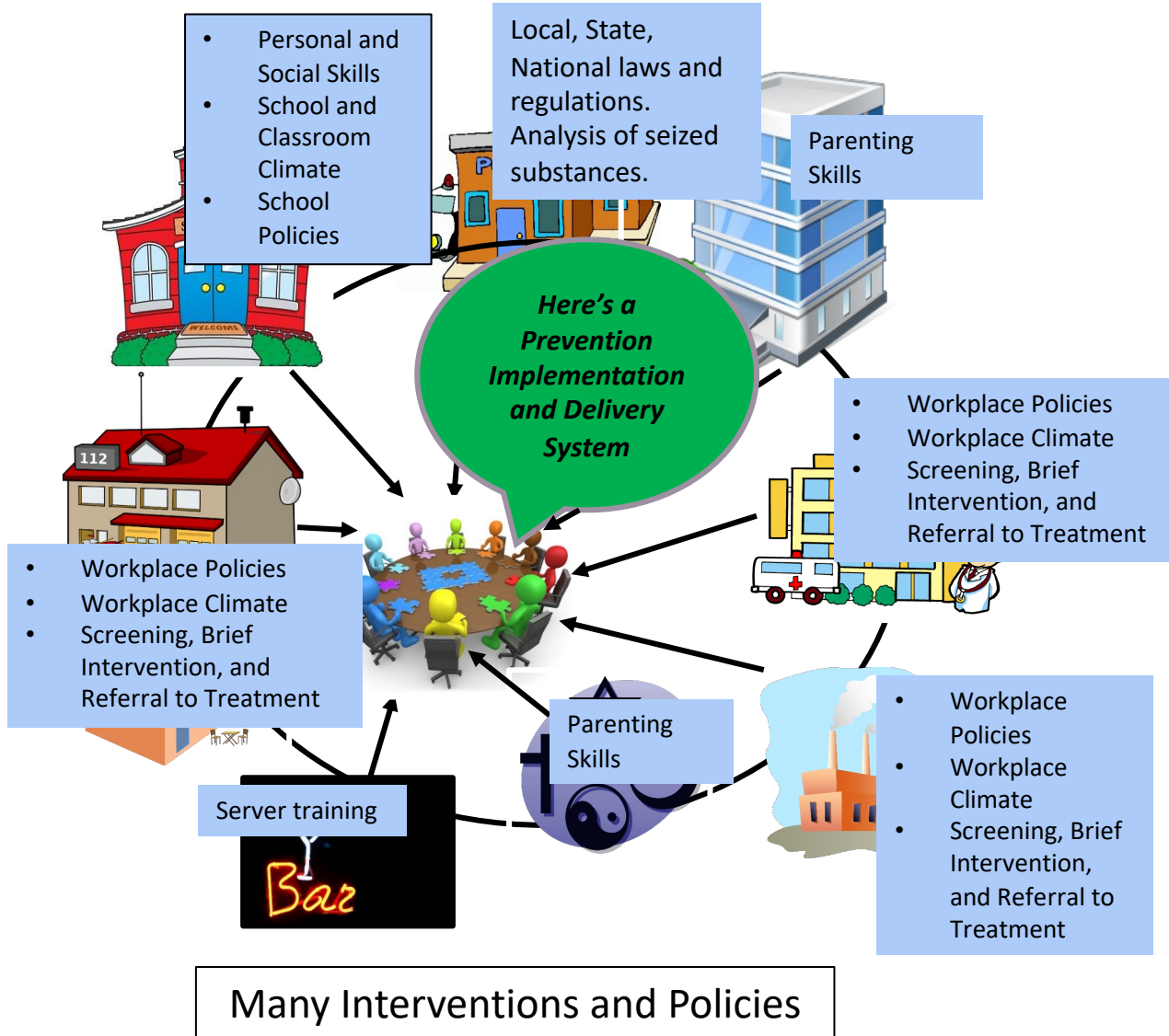


# Macro-Level Environmental Interventions - Prevention Professionals

- Create healthy macro-level environments that maximize the strengths of the community and minimize negative influences that might exist.
- Deliver these interventions to change the **context** in which people make decisions about behaviors
  - Physical environment—Limiting access to and availability of alcohol, tobacco and other substances
  - Social environment—Reinforcing non-use norms and attitudes

# **Communities need both Micro-Level and Macro-Level Environmental Prevention Programming and ALL need to be “Evidence-based”**





**But They Need to be Evidence-Based!!!!**

***What does that mean?***

## Definition of “Evidence-based”

“Evidence Based Practice (EBP) is the use of systematic decision-making processes or provision of services which have been shown, through available scientific evidence, to consistently improve measurable client outcomes. Instead of tradition, gut reaction or single observations as the basis of decision making, EBP relies on data collected through experimental research and accounts for individual client characteristics and clinician expertise.”

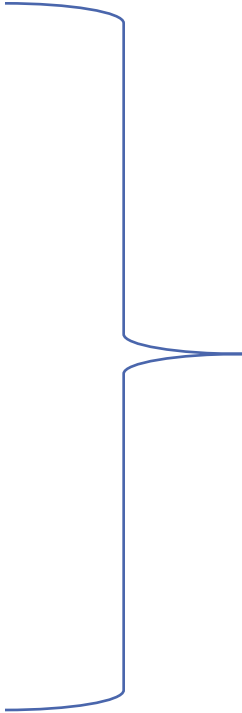
(Evidence Based Practice Institute, 2012; <http://depts.washington.edu/ebpi/>)

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# What is 'Rigorous Research'?

## Research Designs at the Highest Standards

- Randomized control trial or classic experimental design
- Experimental designs with comparison groups
- Times series experiment



**Solid  
Positive  
Results**

# Why Implement Evidence-Based Practices? Best Outcomes

(1/2)

- Gives target groups and populations the best interventions, techniques, and policies that are available
- Offers the possibility to deliver services in a more effective and efficient way
- Provides a more rational basis to make policy decisions

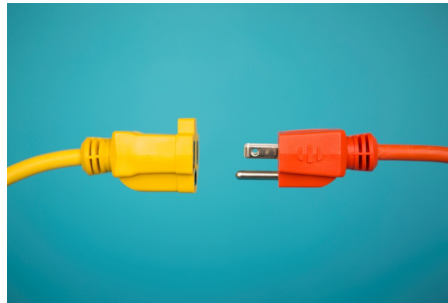
# Why Implement Evidence-Based Practices? Best Outcomes

(2/2)

- Provides a common language
- Gives the opportunity to develop a common concept for the evaluation of scientific research
- Forms a new basis for education and training, it offers the possibility to achieve continuity and more uniformity of service delivery, and provides more clarification on missing links and shortcomings in our current scientific knowledge
- Assures **DO NO HARM!**

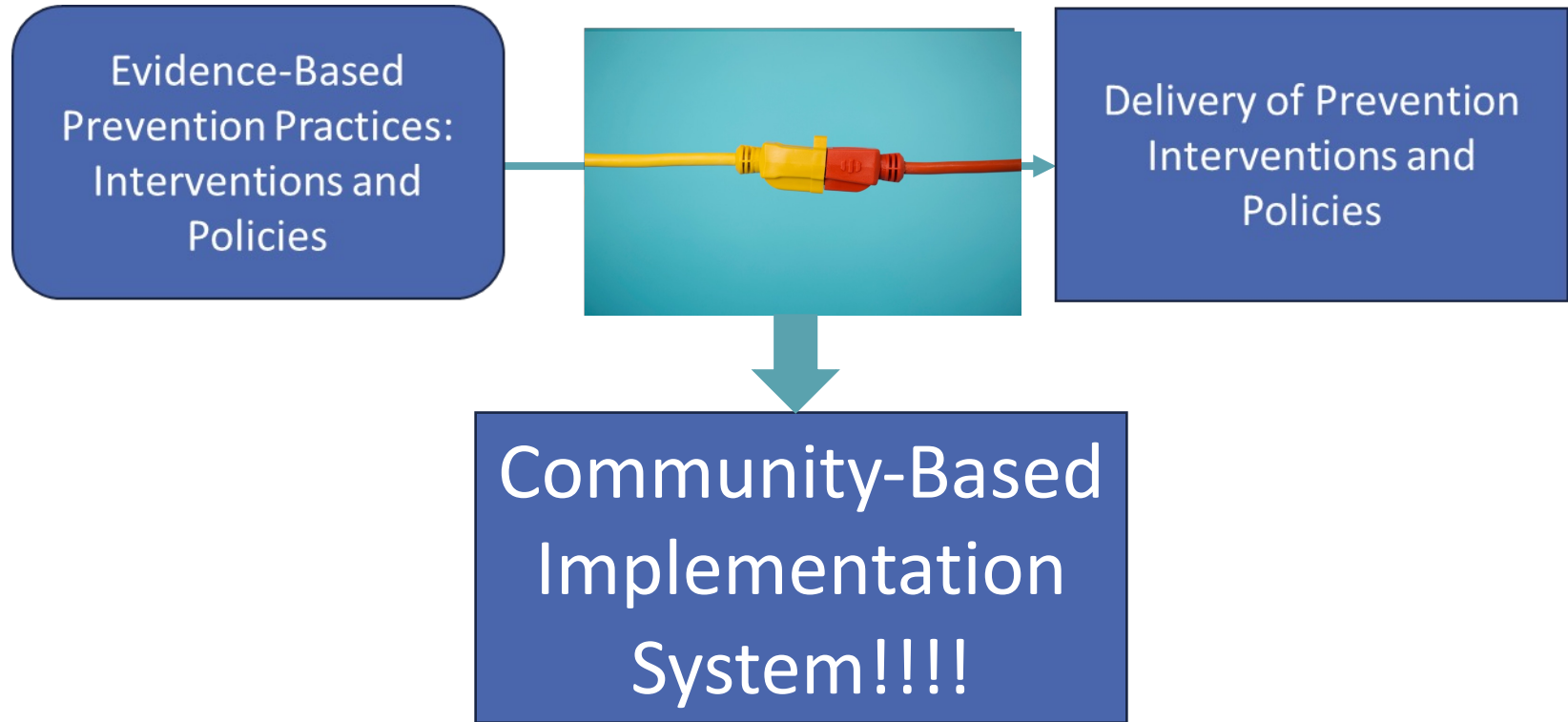
# The Big “Disconnect”

Evidence-Based  
Prevention Practices:  
Interventions and  
Policies



Delivery of Prevention  
Interventions and  
Policies

# Solution

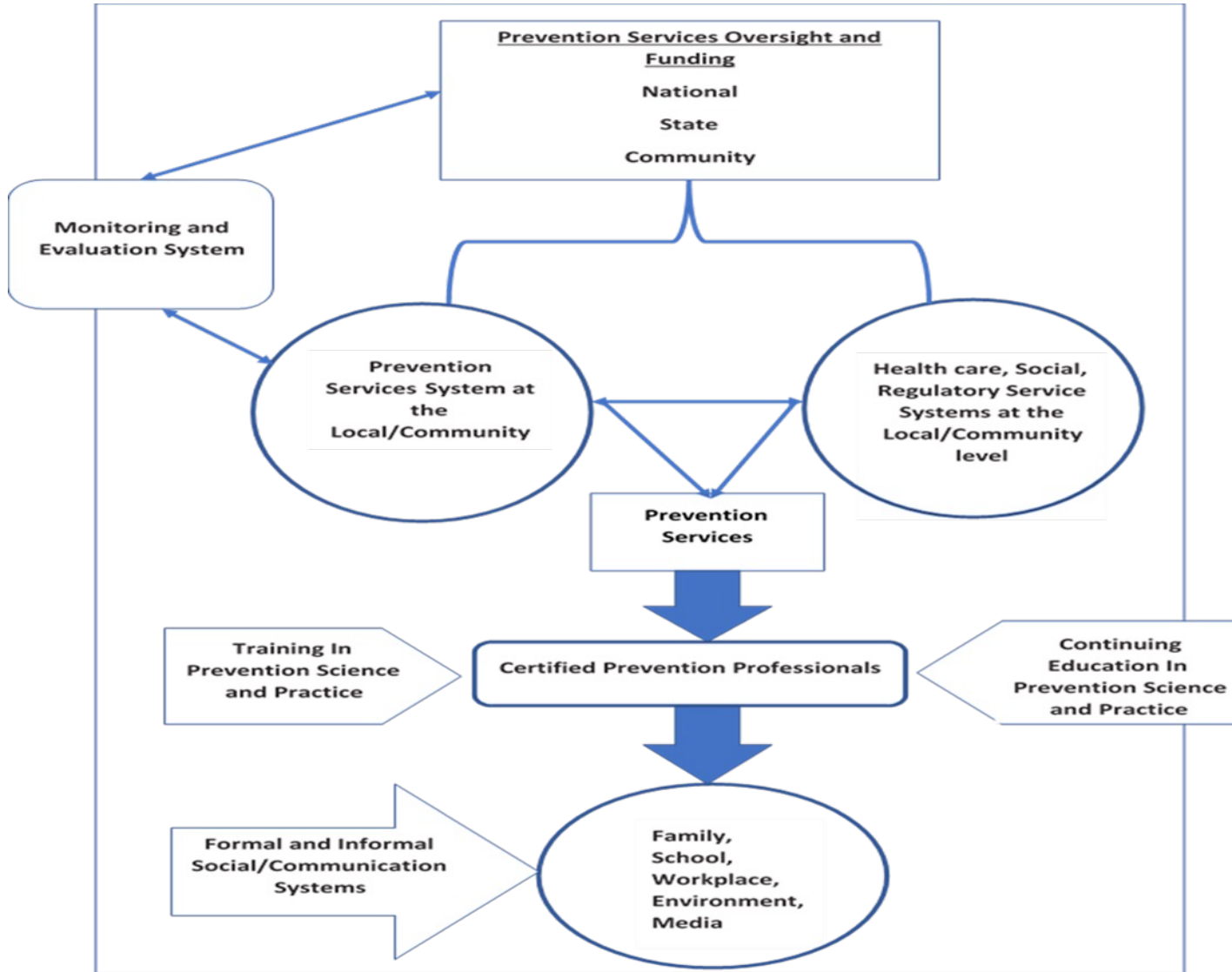


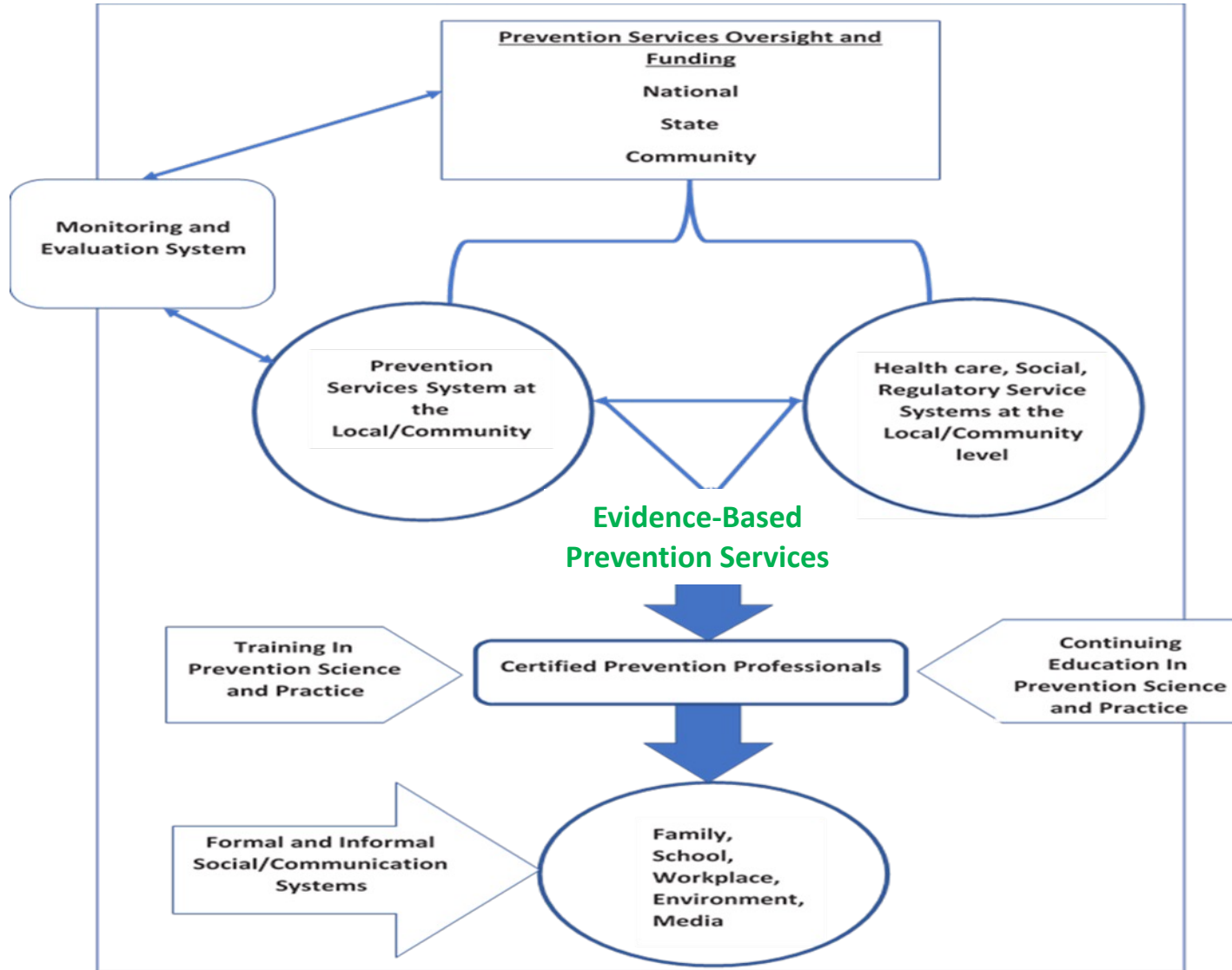


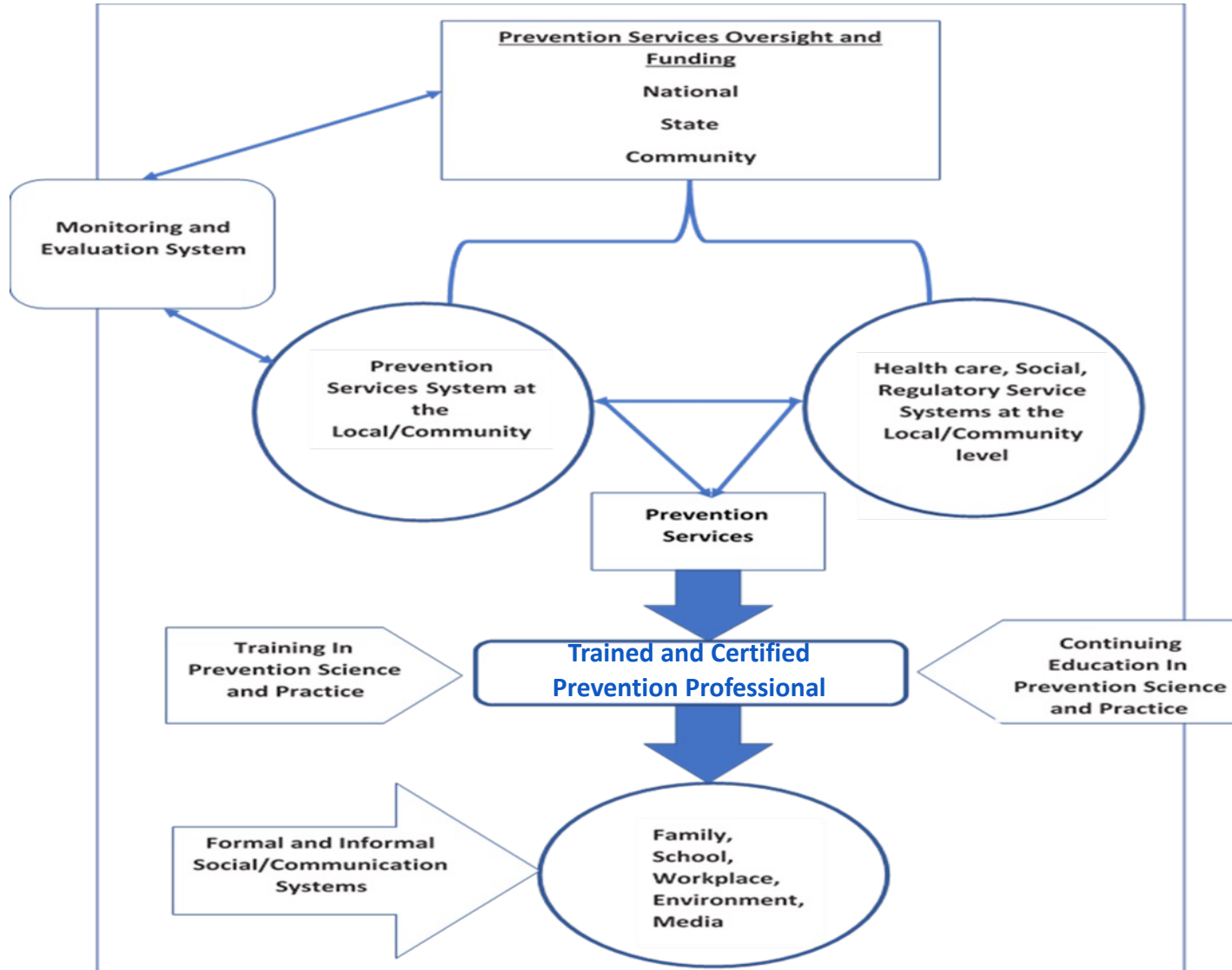
# What Would a Community-Based Substance Use Prevention Service Delivery System Look Like?

# Community-Based Substance Use Prevention Delivery System Would Have:

- Epidemiologic/data system
  - Needs assessment
  - Monitoring of services delivered (what, to whom, by whom, with what outcomes)
- Multiple evidence-based prevention interventions and policies
- Trained prevention professionals at all levels from implementers through to coordinators of services and policies
- Oversight

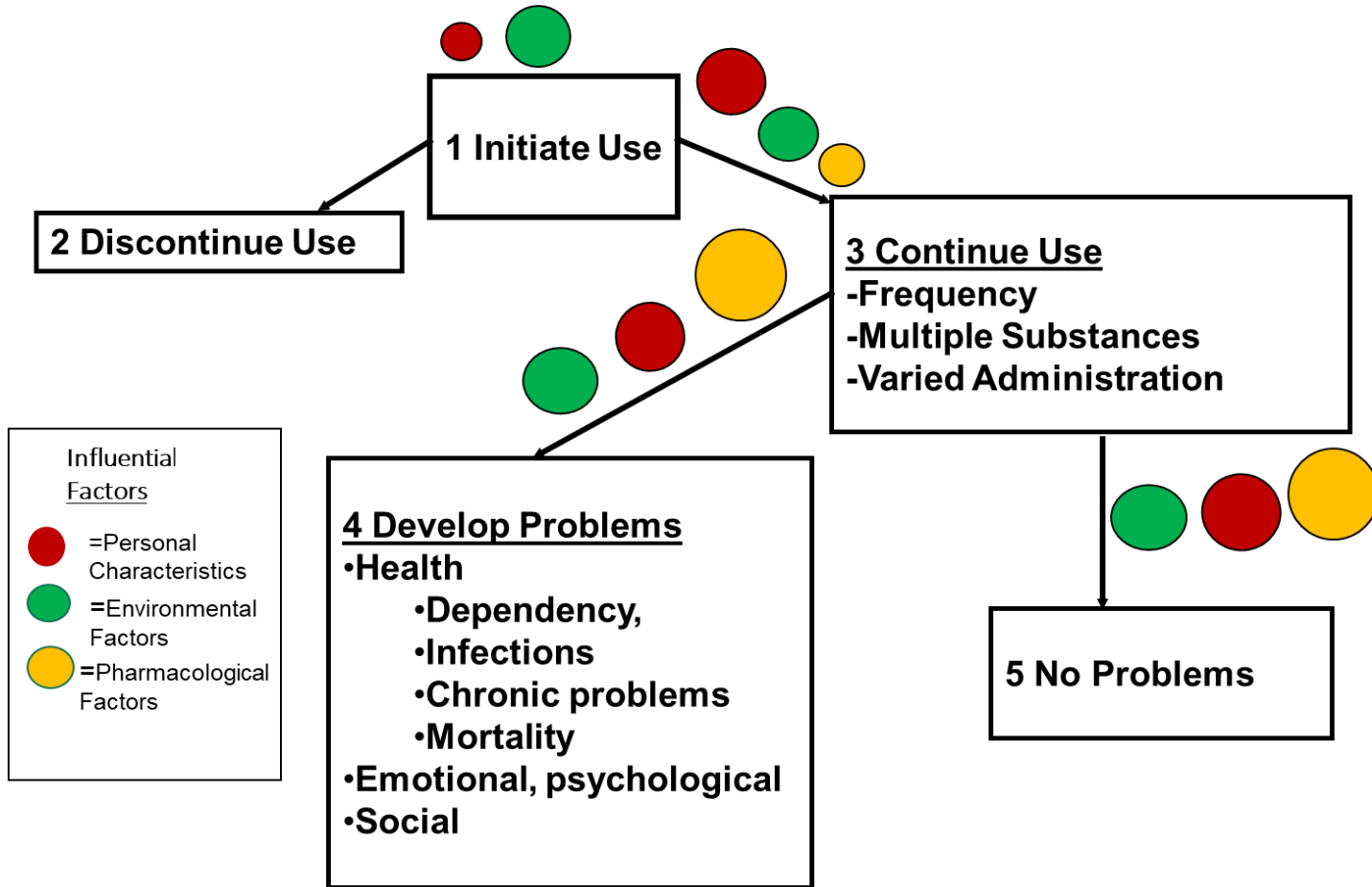




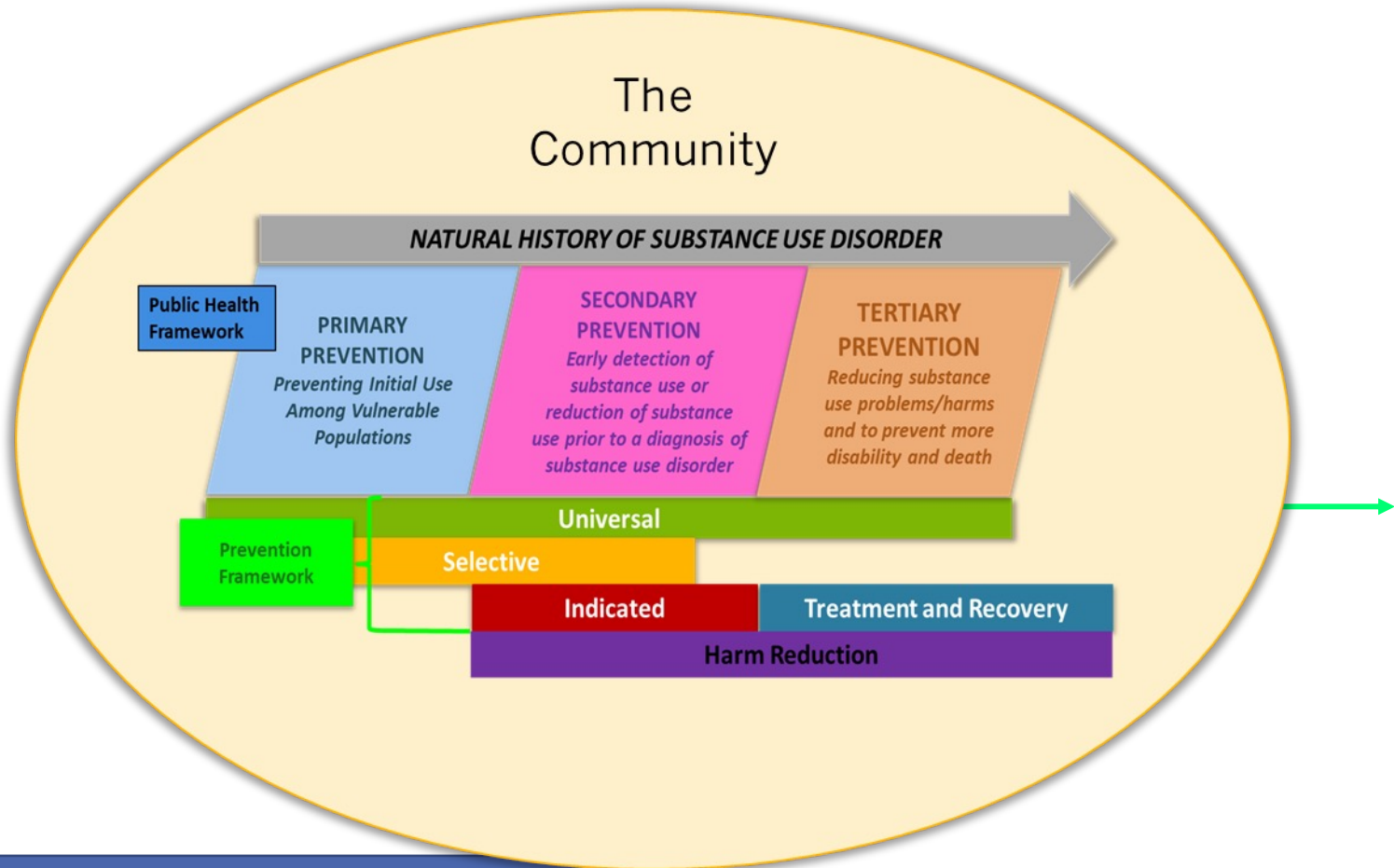


**BUT....**

# Natural History of Substance Use and Substance Use Disorder

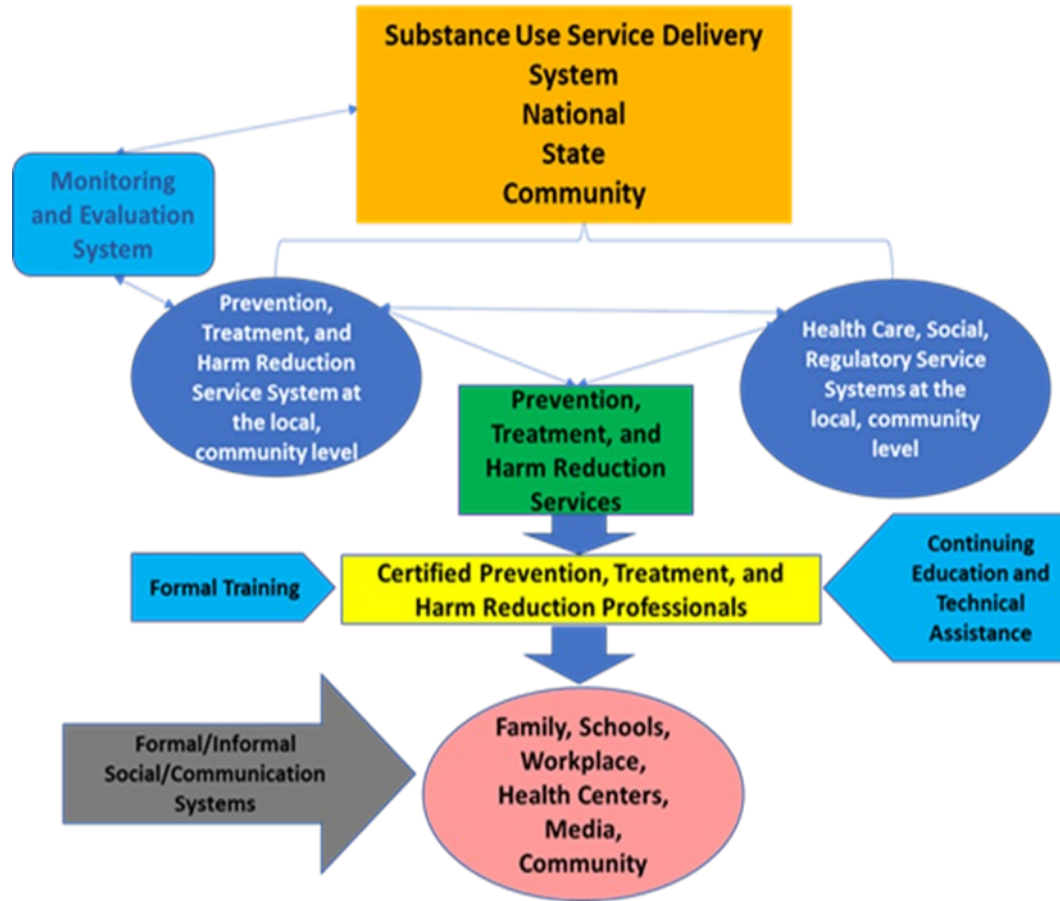


# Services Within the Context of the Natural History of Substance Use Disorder





# What Does This Mean?

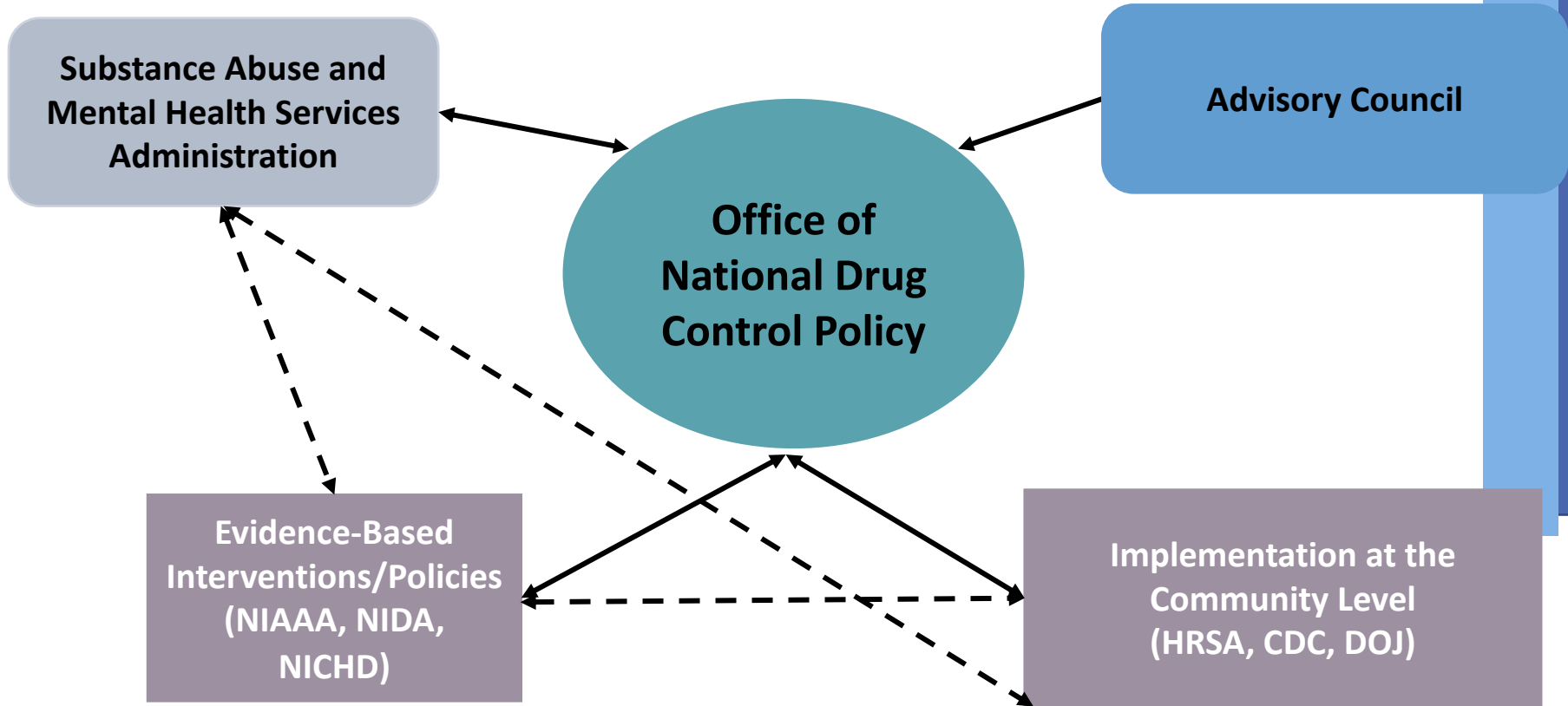


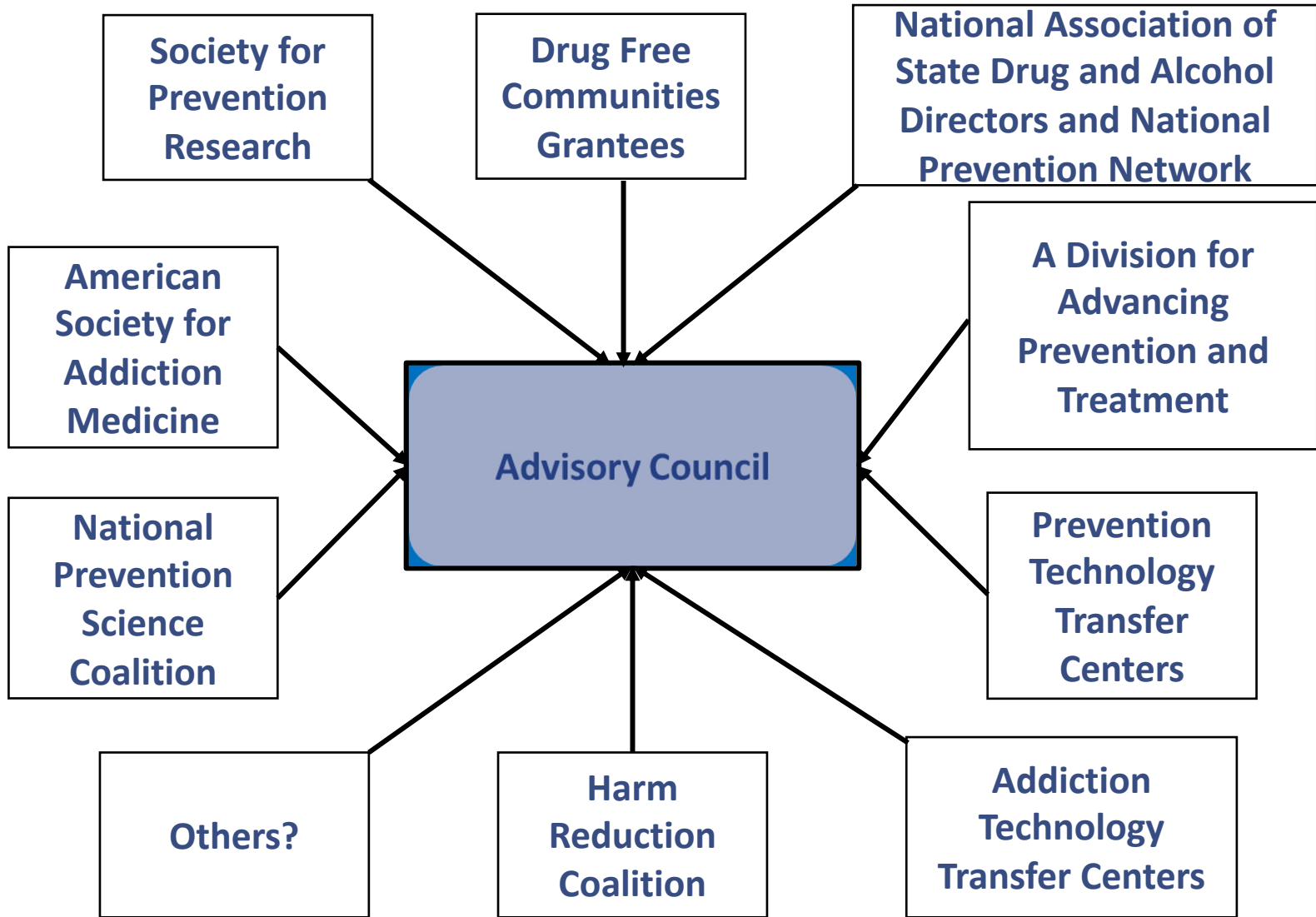
# Community-Based Prevention Implementation and Service Delivery Systems

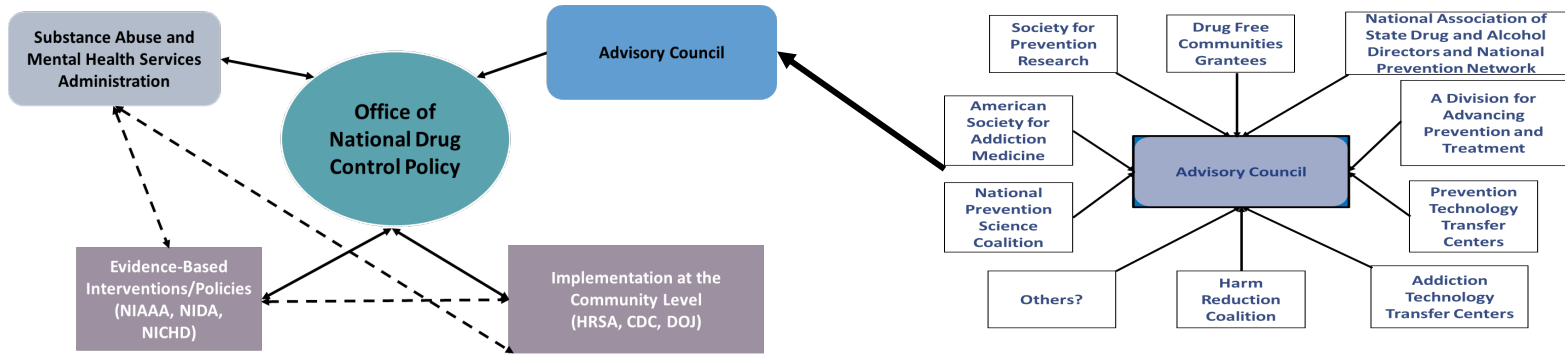


- Community Prevention Implementation and Delivery Systems at the State level
- Credentialed Prevention Workforce

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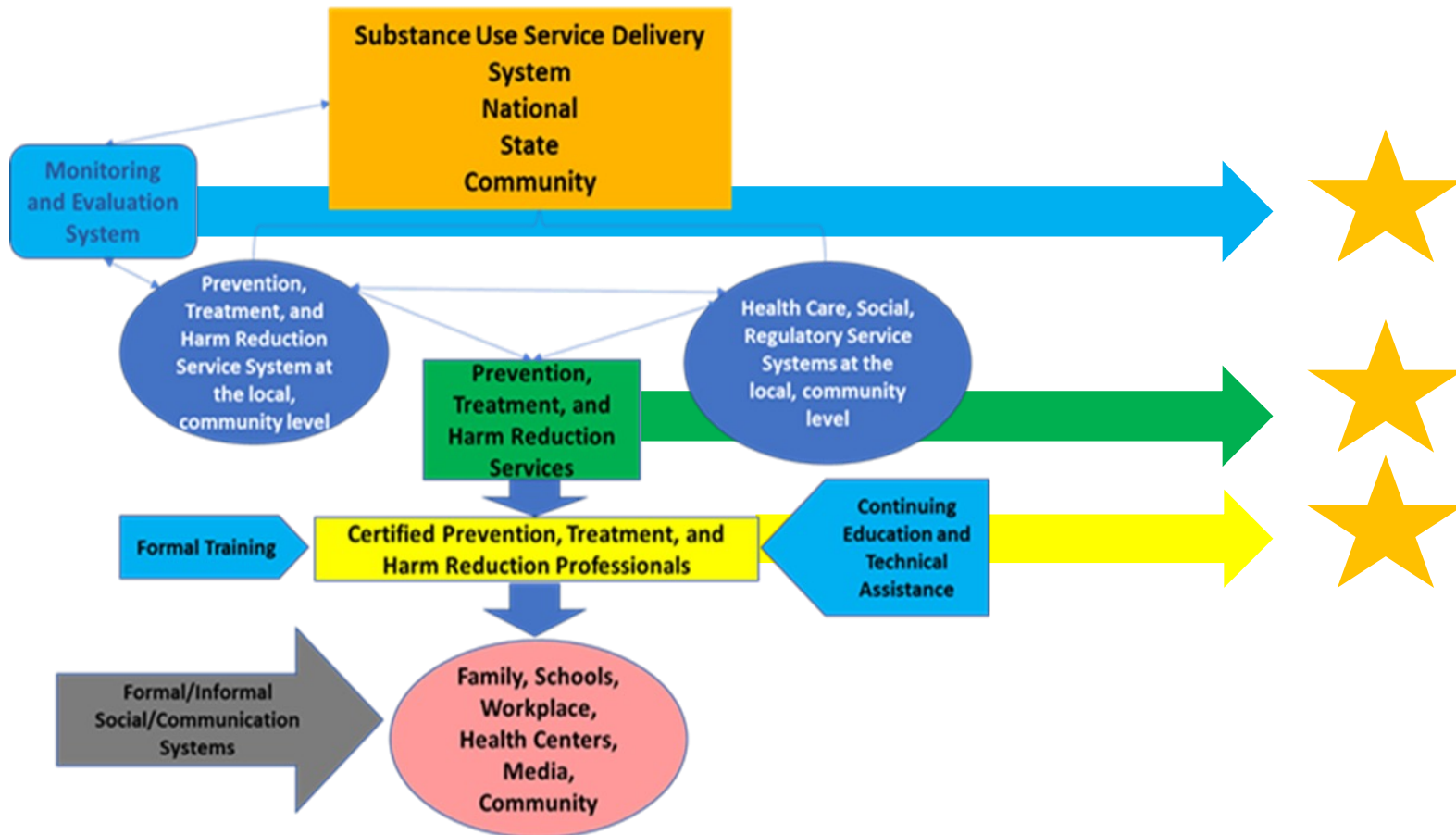
# What “Pieces” Are In Place Now

- Epidemiologic Data Sets – National and State
- Evidence-based services—Source of Information
- Training of prevention professionals
- Credentialling and licensing
- Funding

# How do we move forward?



# Three Major Components of the System



# Steps Toward Building a Comprehensive Substance Use Service Delivery System

1. Problem Assessment and Framing the Elements of a Strategic Plan Lead by an Independent Group such as the National Academy of Sciences
2. Expanded Stakeholder Involvement.
3. Develop Training and Technical Assistance Protocols to Professionalize the Prevention and Treatment Workforce
4. Build Community-Level Assessment Systems.
5. Conceive of a Model Community Prevention and Treatment Infrastructure

# Steps Toward Developing a Viable Prevention Workforce

(1/2)

- Forming an advisory group to identify and review existing prevention science training programs in colleges and universities and those offered by prevention education/training organizations, as well as materials such as those from IC&RC and SAMHSA that provide listings of competencies of prevention professionals
- Providing support for the development of instruments to be used to conduct a training needs assessment survey of prevention professionals in every state to determine gaps in knowledge between the science and its application to prevention practices and competencies;

Fishbein & Sloboda, 2023

# Steps Toward Developing a Viable Prevention Workforce

(2/2)

- Increasing federal funding for states to incentivize the provision of continuing training of prevention professionals and for university students who wish to major in prevention science tracking to either research or practice; and
- Working with the Department of Labor to develop a job classification for prevention professionals.

# Steps Toward Developing a Monitoring and Evaluation System

- Review and assess systems that are in place at the:
  - National level—e.g., National Survey of Drugs and Health, Treatment Episode Data Set, National Drug Warning System, Monitoring the Future
  - State level—e.g., Student Health and Risk Protection, Prescription Drug Monitoring Programs, Texas School Survey
  - Local level—Youth Risk Behavior Survey, emergency room admissions, hospital admissions
  - Provider level—management information systems, pre/post-tests for prevention programs (e.g., LifeSkills Training, Too Good For Drugs)
- Develop a model monitoring and evaluation system for all levels.

# Thank You for Your Attention

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