Selecting the Right Prevention Approach for your Target Population
The mission of CCA is to serve as a collective voice of community coalitions working towards the health and wellness of all Floridians. By bringing together coalitions across various communities – rural and urban, similar and different, this collective allows for opportunities to leverage efforts, ideas, and opportunities. These efforts will allow members to join in CCA’s vision of communities that work together to provide Floridians a healthy, safe environment in which they can thrive.
About the Community Coalition Alliance

CCA provides a forum for partnerships, community involvement and participation, and interagency cooperation and collaboration by focusing on the issues with data-driven decision-making, evidence-based strategies and the risk and protective factors. There are four key roles the agency incorporates including:

- Membership
- Funding & Oversight
- Training & Technical Assistance
- Partnership Engagement
Our Members

1. Baker Prevention Coalition
2. Bradford Community Coalition
3. Clay Action Coalition
4. Anti-Drug Coalition of Citrus County
5. Dixie County Anti-Drug Coalition, Inc
6. Drug Free Duval
7. Focus on Flagler Youth
8. Hamilton County Alcohol and other Drug Prevention Coalition.
9. Hernando Community Coalition
10. Be Free Lake
11. Marion County Children’s Alliance
12. Prevention Coalition of St. Johns County
13. Sumter Community Action Partnership
14. One Voice for Volusia
15. Nassau Polysubstance Task Force & Community Prevention
16. Drug Free St. Lucie
17. Martin County Community Action Coalition
18. Okeechobee Substance Abuse Coalition
19. SAFIR Coalition Substance Awareness Center
20. Project Opioid JAX

The Northeast Region is comprised of 2 counties Across 5 circuits: Northeast Region

Southeast Region
Prevention Training

Substance Abuse Prevention Skills Training (SAPST)

- February 21st–24th
  Jacksonville, Fl
- May 9th–12th
  Ocala, Fl

SAPST Snippets

- March 24
- May 12
- May 19
Learning Objectives

01 The importance of relying on research-based and research-supported practices, programs, and strategies

02 The process of identifying and selecting practices, programs, and strategies

03 How to examine the right “fit” for the target population
Prevention is Science
What is Evidence or Research-Based?

- It is grounded in research and scientific studies, not personal experience.
- Evidence-based practice (EBP) is a process that combines well-researched interventions with clinical experience and ethics.
- Evidence-based programs are programs/curriculum that have been rigorously tested in controlled settings, proven effective, and translated into practical models that are available to community-based organizations.
- Approach ensures that the treatments and services, when used as intended, will have the most effective outcomes as demonstrated by the research.
Intent of Research-Informed

- Reduce the guess work – *limited time, limited funds*
- Avoid unintended consequences or inverse effects – *oath of do no harm*
- Provide insight – *understand context*
- Assist in identifying best fit – *what is appropriate*
Importance

• Requirement by funders
• Identifies what is most likely to create positive outcomes
• Examines different “fits” – different target population effects
• Examines appropriateness
• It looks at set standards
• It relies on the evidence
Effective Prevention in Practice

- Understanding substance misuse prevention within the larger context of behavioral health

- Applying SAMHSA’s Strategic Prevention Framework (SPF), a five-step planning process framework

- Utilizing data in prevention planning to focus and refine prevention activities

- Applying prevention approaches that address those factors that contribute to or protect against identified problems – risk and protective factors
Strategic Prevention Framework
To *guide* prevention strategies by:

- Understanding and identifying the *prevalence* and *patterns* of problems and the factors that contribute to them
- Identifying *resources* and *gaps*
- Identifying *evidence-based* strategies to impact change
- *Evaluating* the efforts and measure the impact and change
Continuum of Care
Public Health: Key Characteristics

- Promotion and prevention
- Population based
- Risk and protective factors
- Multiple contexts
- Developmental perspective
- Planning process
The Frog or the Pond?
Where to begin?
Assessing where you are

**What?** Substance use and other behavioral health problems

**Who?** The population that is the focus of the intervention(s)

**When?** Developmental stage of the focus population

**Where?** Contexts that influence health

**Why?** Risk and protective factors

**How?** Strategic Prevention Framework (SPF)
Finding the Focus

The nature and extent of substance use problems and related behaviors

The risk and protective factors that influence these problems and behaviors

The existing resources and readiness of the community to address its problems
So how do you know what problems/population to focus on?

- Community concerns
- Data identified
- Feasibility
- Resource availability
- Capacity availability
- Readiness
Logic Model – Guiding Efforts

Resources and Readiness

- Problems and Related Behaviors
- Risk and Protective Factors
- Interventions
- Consequences and Consumption
- Intervening Variables/Causal Factors
- Interventions/Strategies
Understanding the Nature

Assessment Questions:

• What are the problems and related behaviors?
• Which populations experience them most?
• How often are they occurring?
• Where are they occurring?
Types of Data

Quantitative
Shows how often an event/behavior occurs or to what degree it exists

Qualitative
Explains why people behave or feel the way they do

BOTH are needed
Be the SCIENTIST

- Compare data sets, populations, geographic areas
- Question data
- Look at subgroups
- Examine data over time – trend differences
- Look for anomalies – changes during the year
Epidemiology

- Person
- Place
- Time

Determinants:
- Risk Factors
- Protective Factors

Distribution
Logic Model – Road Map

Resources and Readiness

Problems and Related Behaviors

Risk and Protective Factors

Interventions
Risk Factor

A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes.
Examples of Evidence-Based Risk Factors
Underage Drinking

- Low perception of harm from alcohol use
- Social norms that accept underage drinking
- Easy retail access
- Low enforcement of alcohol laws
- Easy social access
- Low or insufficient parental monitoring
A characteristic at the individual, family or community level that is associated with a lower likelihood of problem outcomes.
Examples of Evidence-Based Protective Factors

Underage Drinking

- Low sensation seeking personality characteristic
- Fewer positive expectations of alcohol
- Prosocial activities including volunteering
- Fewer friends who use substances
- Parents’ disapproval of substance abuse and other unacceptable behavior
- Positive opportunities to belong
- Personal importance of religion
Be sure to consider

• Importance
  ➢ How much is the risk/protective factor influencing the problem?
  ➢ Does it influence other behavioral health issues?
  ➢ Does it directly impact the developmental stage of the population?

• Changeability
  ➢ Is there adequate capacity to change the risk/protective factor?
  ➢ Does a suitable evidence-based intervention exist?
  ➢ Can change occur in a reasonable amount of time?
Logic Model – Road Map

Resources and Readiness

Problems and Related Behaviors

Risk and Protective Factors

Interventions
Assessing Capacity
Building Capacity Involves

By

1. Engaging stakeholders
2. Strengthening collaborative groups/partnerships
3. Raising awareness
What does it take?

• Think back to a time when you were a part of a group tasked to set up an event, program, or campaign.

• Why was it successful?

• NOW – Think back to a time when you were a part of a group tasked to set up an event, program, or campaign where the planning didn’t work out.

• Why was it not successful?
Building Capacity: Raise Awareness

URGENT!!!
How do you raise awareness?
Assessing and Building Capacity

What resources do you have AND still need to address the identified problem?

How ready are you AND your funded communities to address this problem?

= CAPACITY to address the problem

Involve the priority population to raise awareness, engage stakeholders, and strengthen collaborative groups

Infusing Cultural Competence
Cultural Iceberg

Easy to See
- Symbols (art, dress)
- Practices/Customs

Difficult to See
- Values
- Beliefs
- Norms
What steps do you take to ensure your efforts are culturally competent?
Logic Model – Road Map

Resources and Readiness

Problems and Related Behaviors

Risk and Protective Factors

Interventions
Selection Process

- What assets *already exist* that can be built upon?

- What are the *gaps* and *challenges* to implementing the recommended strategies?

- Based on existing assets and gaps, what *strategies* can be implemented with success?

- Evidence-informed strategies are most effective when implemented with *fidelity*. 
Examples of Interventions

- Education-based programs
- School and community activities
- Communication and public education
- Policy
- Enforcement

Not all interventions are equal.
Selecting Interventions: Things to Consider

Effectiveness
• Is the intervention effective?

Conceptual Fit
• Will the intervention impact the selected risk factor?

Practical Fit
• Is the intervention feasible for the community?
Effectiveness: Is it Evidence-Based?

- It has been included in a federal registry of evidence-based interventions.
- It has been reported in peer-reviewed journals with describable outcomes.
- It has documented effectiveness that is supported by other sources of information and the consensus of experts.
Effectiveness: What is the Evidence?
Strength of Evidence

• Rigor of the *evaluation design*

• Rigor and appropriateness of the *methods* used to collect and analyze the data

• Magnitude and consistency of the *effects of the intervention* on targeted outcomes

• Extent to which *findings can be generalized* to similar populations and settings
Registries

• Federal registries: accessible and easy-to-use public resources: strategies and interventions to reduce substance misuse

• Registries use predetermined criteria and a formalized rating process to assess the effectiveness

• Some registries apply a scoring system that indicates the strength of evidence
Conceptual Fit: Is It Relevant?

Problems and Related Behaviors
- Underage Drinking

Risk and Protective Factors
- Parental Monitoring
- Low Sensation Seeking
- Youth’s Perception of Harm

Interventions
- Media Campaign about Parents’ Role in Underage Drinking
- Parent Education
- Merchant Education

Youth’s Perception of Harm

Parent Education

Merchant Education
Practical Fit: Is It Appropriate?

- Is it feasible?
- Is there synergism?
- Is the community ready?
- Is the intervention culturally relevant?
When Choosing...

- Look at target population: age, gender, race/ethnicity, geographic area
- Look at cultural appropriateness
- Look at substance of focus and fit of strategy/program
- Look at setting
Informing Decisions

Problems and Related Behaviors
- Magnitude
- Time trend
- Severity
- Comparison

Risk and Protective Factors
- Importance
- Changeability

Interventions
- Evidence-based
- Conceptual fit
- Practical fit
The Importance of Fidelity

Fidelity involves adhering to the components of a program and the procedures for implementing it.

PROGRAM

• Components
• Procedures
Adapting Evidence-Based Interventions

Culture

Local needs

ADAPTATION

FIDELITY
Evaluation

**Process**: documents the implementation of an intervention to improve intervention delivery and enhance understanding of prevention outcomes

**Outcome**: measures the effects, can reveal whether the intervention produced the anticipated short and long-term prevention outcomes
Evaluating Outcomes

Process evaluation → Was the intervention completed as intended? → Interventions

Outcome evaluation → Did anything change? → Short-term and long-term outcomes
Evaluation – examining both process and outcome

- Systematically document and describe prevention activities
- Builds credibility
- Continuous improvement focus
- Identify what is working well
- Identify what areas should be strengthened
- Demonstrates the impact
Selecting the Right Prevention Approach for your Target Population

February 10, 2023

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02 The process of identifying and selecting practices, programs, and strategies; &

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Thank You

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References


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