



## Preventing Substance Misuse SOCIAL WORK 5807

**Prerequisites/Concurrent Courses:** Social Work 3805 Theories and Biological Basis of Addiction or Social Work 5805 Theories and Biological Basis of Substance Misuse

**Credits Hours:** 3 credit hours

### Course Description

This course introduces students to evidence-based strategies and techniques used to prevent people from developing a substance use disorder. It focuses on prevention as a science and highlights theories and methods that govern prevention practice. Historical prevention approaches, lessons learned, and the consequences of ineffective prevention policies will be examined. Students explore longstanding attitudes and beliefs that led to the regulation and deregulation of different substances. They will become familiar with the Strategic Prevention Framework, a federal, state and county prevention initiative, and with practical application skills for developing prevention programs. Students learn to form coalitions, assess community needs, assess community motivation to address substance misuse, sustain prevention interventions, apply cultural considerations in program development, and apply strategies to fund prevention programs. Prevention programming in a variety of settings, such as college, faith-based communities, schools, and summer camps, is highlighted.

### Course Competencies and Practice Behaviors

In the context of “Embrace Difference. Seek Justice. Be the Change.” as stated in the College of Social Work mission, students in this course are expected to master the following Council on Social Work Education (CSWE) competencies and practice behaviors:

#### Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior

## **Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

## **Competency 6: Engage With Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

## **Competency 8: Intervene With Individuals, Families, Groups, Organizations, and Communities**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals

## Competency 9: Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### Specific Course Objectives

Upon satisfactory completion of this course, students will demonstrate their ability to:

1. Identify and evaluate contemporary and historical theories, models and strategies used to regulate and prevent substance misuse (Competency 4).
2. Engage in techniques utilized in the prevention of substance misuse (Competencies 4, 6, 7, 8, and 9).
3. Critically analyze policy and ethical issues pertaining to prevention of substance use disorders (Competency 1, 2, 6, 7, and 8).
4. Interpret needs assessment information and apply to the development of prevention interventions (Competency 7).
5. Explain risk and protective factors associated with the misuse of psychoactive substances, including social and cultural influences (Competencies 4, 8, and 9).
6. Critically analyze prevention strategies in various contexts (college, school, afterschool, summer camp, community-based, faith-based communities) and adapt programming to meet cultural needs of the community (Competencies 2, 6, 7, and 8).
7. Evaluate prevention approaches and strategies for cultural competency and effectiveness (Competencies 2, 6, 7, and 8).

## [UNIVERSITY & PROGRAM SPECIFIC POLICIES & EXPECTATIONS]

### Required Texts and Readings

- Sloboda, Z. & Bukoski, W. (2006) *Handbook of Drug Abuse Prevention: Theory, Science and Practice*. Springer.
- Online coursework available on Carmen

### Course Grading

***Unless otherwise noted, all assignments are expected to be the original work of the person submitting the assigned work. Working collaboratively on individual assignments is considered academic misconduct and will be treated as such. Work that is significantly copied from original sources (including the Internet), other students' work (past or present), or your own work (past or present) in other classes is considered plagiarism or academic misconduct and will be treated as such.***

ASSIGNMENT OR CATEGORY	WEIGHT %
Discussion board posts (Weeks 1, 2, 4, 6, 8, 10, 11, 12, and 13) Assess all course competencies	20%
Quiz #1 (Week 3) and Quiz #2 (Week 9) @ 20 questions each: Quiz questions assist students in becoming familiar with the IC&RC Prevention Specialist Exam Assess all course competencies	20%
Environmental scan (Week 5): Students visit a local store to survey alcohol advertising, promotions, atmosphere, product placement and warning signs regarding alcohol law violation and complete a 3-page reflection paper; assignment details on Carmen Assesses course competency 4	10%
Public policy analysis summary (Week 7): students select and analyze a policy related to the regulation/deregulation, prevention of different substances (3-5 pages); assignment details on Carmen Assesses course competencies 1, 4	20%
Strategic Prevention Framework (SPF) final paper (Week 13): Students study comprehensive data, resources and activities being implemented to address an identified substance misuse issue; analyze the activities by using the SPF; and provide a conclusion that summarizes your views and recommendations regarding the interventions (8-10 pages); assignment details on Carmen Assesses all course competencies	30%
<b>TOTAL</b>	<b>100%</b>

## Optional Online Module Training

For this course, you have an option of creating a free account at the Community Anti-Drug Coalitions of America (CADCA) to participate in an online module training. These modules will be suggested for Weeks 8-12 and 14. Please review the directions below on how to access and create this account if you would like to participate. Again, this is **optional!**

1. Using the **Chrome Browser**, go to <http://learning.cadca.org/>
2. Click on the “Available Courses” tab
3. In the top right-hand corner, click on “Log In/Register”
4. Set up a free account with CADCA
5. Once logged in, select the course “Applying the Strategic Prevention Framework to Prescription Drug Abuse”
6. Click on “Enroll”
7. Select the appropriate module according to the class syllabus

## Course Schedule

WEEK	CONTENT	ACTIVITY OR ASSIGNMENT DUE	READINGS AND ACTIVITIES
1	Introduction to Substance Use Prevention	Discussion board	<ul style="list-style-type: none"> <li>• Drug Abuse Prevention Chapter 1 (pp. 2-15)</li> <li>• Prevention Code of Ethics</li> <li>• Ohio Revised Code Scope of Practice for Prevention Professionals</li> </ul>
2	History of Substance Use Prevention	Discussion board	Textbook: <i>Handbook of Drug Abuse Prevention</i> <ul style="list-style-type: none"> <li>• Chapter 1 “The Emerging Science of Drug Abuse Prevention”</li> <li>• Chapter 2 “Drug Abuse Prevention”</li> </ul> Temperance and Prohibition in America: A Historical Overview pp. 127-181 ( PDF)

WEEK	CONTENT	ACTIVITY OR ASSIGNMENT DUE	READINGS AND ACTIVITIES
3	Theories and Models of Prevention	Quiz #1	<p>Textbook: <i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 13 “Risk &amp; Protective Factors for Adolescent Drug Use: Implications for Prevention Programs</li> <li>Chapter 14 “Bridging the Gap Between Substance Use Prevention Theory and Practice</li> </ul> <p>PDF: Preventing Drug Abuse among Children Among Adolescents, A Research-Based Guide for Parents, Educators, and Community Leaders, Ch. 2</p>
4	Prevention Strategies and Activities	Discussion board	<p>Textbook: <i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 2 “Effective Mass Media Strategies for Drug Abuse Prevention Campaigns”</li> <li>Chapter 15 “Preventive Intervention Targeting Precursors”</li> <li>Chapter 24 “Drug Prevention for High Risk Youth”</li> </ul>
5	Prevention Service Delivery Settings	Environmental scan	<p>Textbook: <i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 3 “Drug Abuse Prevention Curricula in Schools”</li> <li>Chapter 8 “Drug Abuse Prevention in the Workplace”</li> </ul>
6	Public Policy	Discussion board	<p>Textbook: <i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 11 “Anti-Drug Abuse Policies as Prevention Strategies</li> <li>“PBS Marijuana Timeline” (PDF)</li> <li>“Who’s Using and Who’s Doing Time: Incarceration, the War on Drugs and Public Health” by Lisa Moore and Amy Elkavich (PDF)</li> <li>“Social Consequences of The War on Drugs: The Legacy of Failed Policy” (PDF)</li> <li>“From Prohibition to Progress: A Status Report on Marijuana Legalization”</li> </ul>

WEEK	CONTENT	ACTIVITY OR ASSIGNMENT DUE	READINGS AND ACTIVITIES
7	Coalitions	Public policy analysis summary	<p><i>Textbook: Handbook for Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 7 “Community Focused Drug Abuse Prevention”</li> </ul> <p><i>University of Kansas Community Toolbox</i>, Chapter 5 (online reading)</p> <ul style="list-style-type: none"> <li>Section 5 “Coalition Building I: Starting a Coalition”</li> <li>Section 6 “Coalition Building II: Maintaining a Coalition”</li> </ul>
8	Strategic Prevention Framework	Discussion board	<p><i>University of Kansas Community Toolbox</i>, Chapter 2, Section 10 “The Strategic Prevention Framework” (online reading)</p> <p>“Reducing Binge Drinking in Adolescents Through the Implementation of the Strategic Prevention Framework” (PDF)</p> <p><b>Optional Online Training Module:</b> CADCA “Applying the Strategic Prevention Framework to Prescription Drug Abuse” online:</p> <ul style="list-style-type: none"> <li>Module 1: “Overview of the Prescription Drug Abuse Problem in the US” and</li> <li>Module 2: “Overview of the Strategic Prevention Framework”</li> </ul>
9	Community Profiles	Quiz #2	<p><i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>Chapter 12 “Forging a Relationship Between Drug Abuse Epidemiology and Drug Abuse Prevention”</li> </ul> <p><i>University of Kansas Community Toolbox</i>, Chapter 3, “Assessing Community Needs and Resources” Sections 1-8; and 10- 19(online reading)</p> <p><b>Optional Online Training Module:</b> CADCA “Applying the SPF to Prescription Drug Abuse online module 3 “Conducting a Community Assessment” (You will need a create a free account to access. Please access with Google Chrome.)</p>

WEEK	CONTENT	ACTIVITY OR ASSIGNMENT DUE	READINGS AND ACTIVITIES
10	Capacity Building	Discussion board	<p>Tri Ethnic Center for Prevention Research's <i>Community Readiness for Community Change</i> (PDF)</p> <p><b>Optional Online Training Module:</b> CADCA "Applying the SPF to Prescription Drug Abuse" online module 4: "Building Coalition Capacity" (You will need to create a free account to access. Please access with Google Chrome).</p>
11	Planning & Implementing Prevention Programs	Discussion board	<p>Textbook: <i>Handbook of Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>• Chapter 16 "Designing Prevention Programs: The Developmental Perspective"</li> <li>• Chapter 29 "Prevention Program Implementation"</li> </ul> <p>W.K. Kellogg Foundation Logic Model Development Guide (PDF)</p> <p><b>Optional Online Training Module:</b> CADCA "Applying the SPF to Prescription Drug Abuse"</p> <p>Online module 5 "Planning: Problem Analysis and Logic Modeling"</p> <p>Online module 6 "Developing Comprehensive Prevention Strategies"</p>
12	Evaluation in Prevention	Discussion board	<p>Textbook: <i>Handbook for Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>• Chapter 26 "Design Principles and Their Application in Preventive Field Trials"</li> <li>• Chapter 27 "Major Data Analysis Issues in Drug Abuse Prevention Research"</li> <li>• Chapter 28 "Methodological Considerations in Prevention Research"</li> </ul> <p><b>Optional Online Training Module:</b> CADCA "Applying the SPF to Prescription Drug Use" online module 8 "Evaluating Community Level Change"</p>
13	Sustaining Substance Use Prevention	SPF paper	<p><i>University of Kansas Community Toolbox</i>, Chapter 46 "Planning for Sustainability" (online reading)</p> <p>"Building Capacity and Sustainable Prevention Innovations: A Sustainability Planning Model" (PDF)</p>



WEEK	CONTENT	ACTIVITY OR ASSIGNMENT DUE	READINGS AND ACTIVITIES
14	Cultural Competence in Prevention	Discussion board	<p>Textbook: <i>Handbook for Drug Abuse Prevention</i></p> <ul style="list-style-type: none"> <li>• Chapter 17 “Gender Issues in Substance Abuse Prevention”</li> <li>• Chapter 18 “Preventing Substance Use Among Latino Youth”</li> <li>• Chapter 19 “African-American Substance Use Epidemiology and Prevention Issues”</li> <li>• Chapter 20 “The Effectiveness of Alcohol and Drug Abuse Prevention Among American-Indian Youth”</li> <li>• Chapter 21 “Drug Abuse Prevention Research for Asian and Pacific Islander Americans”</li> </ul> <p><i>University of Kansas Community Toolbox</i>, Chapter 27, “Cultural Competence in a Multicultural World” (online reading)</p> <p><b>Optional Online Training Module:</b> CADCA “Applying the SPF to Prescription Drug Abuse” online module 9 “Applying the Principles of Cultural Competence”</p>