

Prevention Science and the Professionalization of Prevention Practice

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ICUDDR Conference
June 2024

The Establishment of a Profession



Substance Use Prevention—A Start

(1/5)

1. Systematic body of knowledge, skills and competencies
 - ✓ Society for Prevention Research—Standards of Knowledge
 - ✓ European Drug Prevention Quality Standards
 - ✓ International Standards on Drug Use Prevention-United Nations Office of Drugs and Crime-World Health Organization
 - ✓ APSI-Universal Prevention Curriculum (2014-2018) and the Foundations of Prevention Science and Practice (2020-2024)

Prevention Profession—A Start

(2/5)

2. Authority to define problems and their treatment
 - ✓ Definition of the Problem-no universally accepted process
 - Vulnerability within a risk/protection framework
 - SAMHSA-Strategic Planning
 - European Drug Prevention Quality Standards
 - U.S. and EU Societies for Prevention Research
 - ✓ Evidence-based Prevention Interventions and Policies-no universally accepted guidance
 - Registries (BluePrints, EMCDDA Portal)
 - UNODC International Standards for Drug Use Prevention

Prevention Profession—A Start

(3/5)

3. Community sanctions to admit and train its members
 - No standardized training
 - No central credentialing and licensing organization
 - IC&RC
 - U.S. States-varies
 - Other Countries-varies

Prevention Profession—A Start

(4/5)

4. Ethical codes that stress an ideal of service to others
 - Prevention Think Tank (IC&RC)
 - European Drug Prevention Quality Standards (EMCDDA)
 - ? ICUDDR

Prevention Profession—A Start

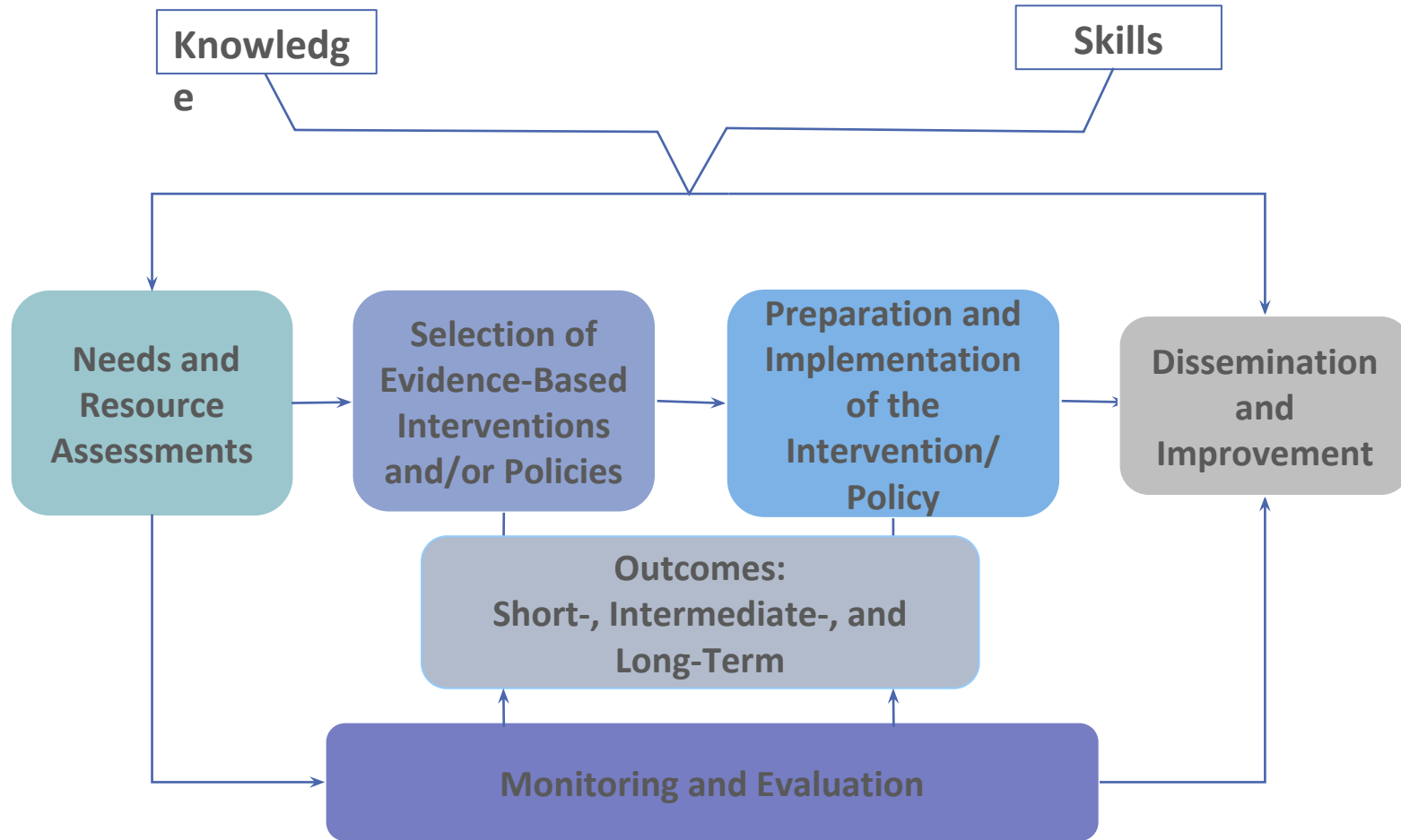
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5. A culture of prevention that includes the institutions, and the prevention professionals, necessary to carry out its functions.

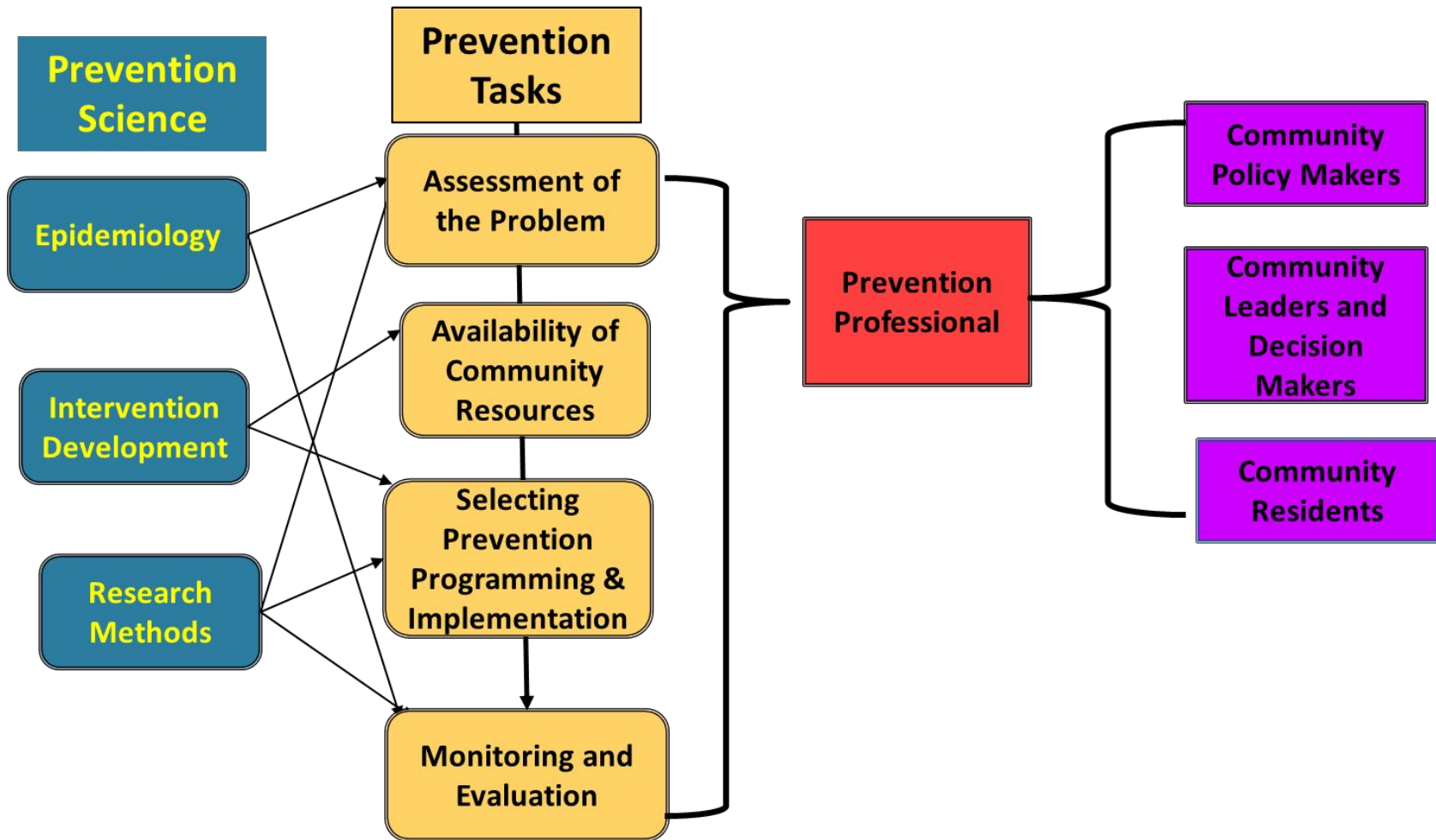


Prevention Work: What Knowledge, Skills and Competencies Are Needed?

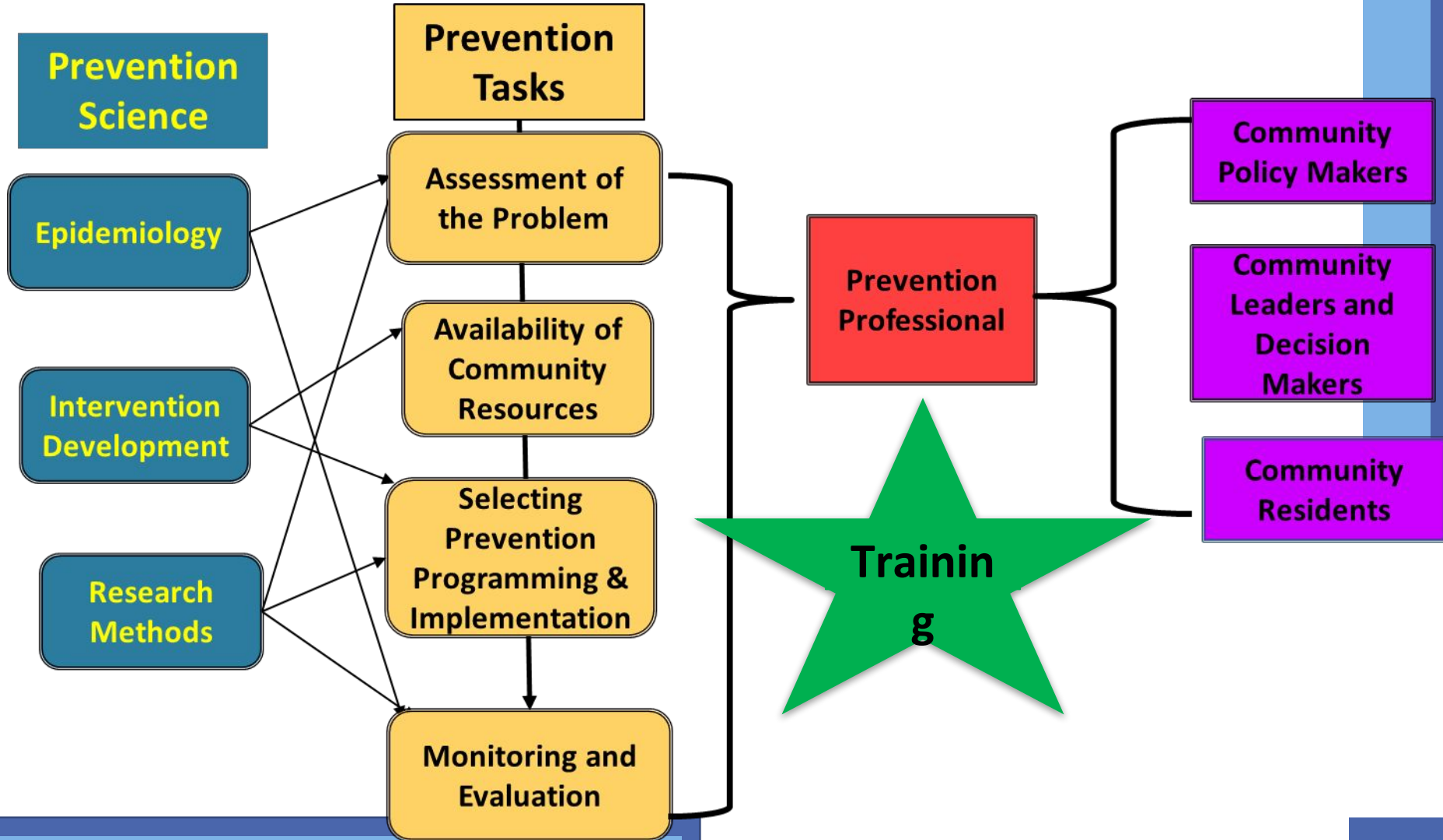
Being a Prevention Professional Means Having...



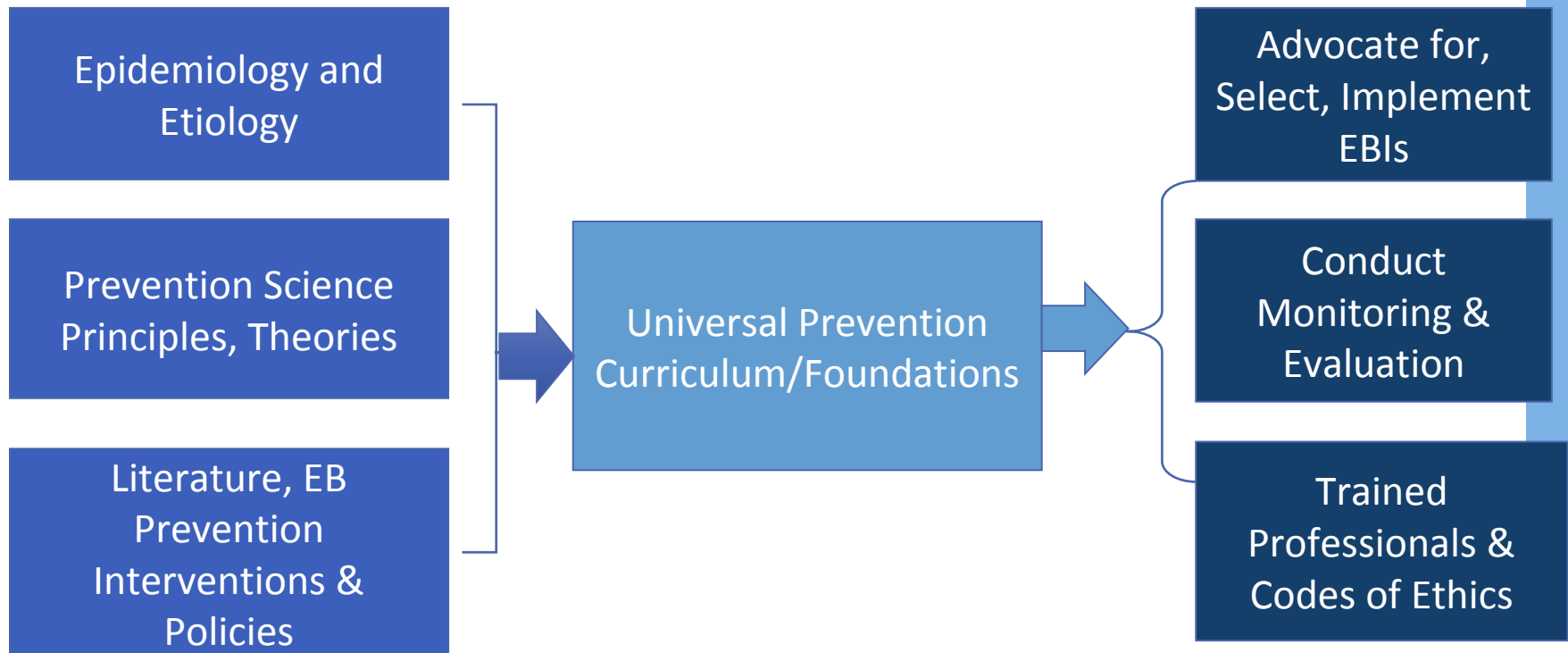
Prevention Science & Practice



Prevention Science & Practice



Learning about Prevention Science



Training the Current Prevention Workforce

The Universal Prevention Curriculum Funded by the U.S. Department of State Bureau of International Narcotics and Law Enforcement 2013-2017

Purposes of Universal Prevention Curriculum (UPC)

- Meet the demand for an evidence-based curriculum for substance use prevention specialists.
- Ensure that regionally- and nationally-based prevention specialists obtain consistent science-based-information and skills training.
- Building an international prevention capacity through training, professionalizing, and expanding the substance use prevention workforce.

Ultimately to reduce the significant health, social, and economic problems associated with the substance use throughout the world.

UPC Development Team

(1/2)

- Introduction to Prevention Science-- Zili Sloboda and Susan David, APSI
- Physiology and Pharmacology for Prevention Specialists—Zili Sloboda, APSI
- Monitoring and Evaluation—Zili Sloboda, APSI and Chris Ringwalt, Pacific Institute on Research and Evaluation
- Family-Based Prevention Interventions—Douglas Coatsworth, University of Tennessee
- School-Based Prevention Interventions—Chris Ringwalt, Pacific Institute on Research and Evaluation and Kris Bosworth, University of Arizona

UPC-1 Development Team

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- Workplace-Based Prevention Interventions—Rebekah Hersch, ISA Group; George Mason University
- Environmental Prevention Interventions—Susan David, APSI and M.J. Paschall, Pacific Institute of Research and Evaluation
- Media-Based Prevention Interventions—William Crano, Claremont Graduate University
- Community-Based Prevention Systems— Richard Spoth, Iowa State University
- Monitoring and Evaluation—Christopher Ringwalt, Pacific Institute of Research and Evaluation and Zili Sloboda, Applied Prevention Science International

Training on the UPC

International Training

- Eighty international master trainers from 21 countries were trained by APSI through the Colombo Plan and the Organization of American States (CICAD) from:
- Afghanistan, Antigua, Bhutan, Chile, Colombia, Costa Rica, El Salvador, Ghana, Grenada, Guatemala, Indonesia, Jamaica, Kenya, Malaysia, Mexico, Pakistan, Peru, Philippines, Singapore, South Africa, and Uganda.
- In turn, between 2014 and 2017 these master trainers trained over 1,300 prevention professionals.

Pre-Posttest Scores by Training Cohort

1/2

Group 1

UPC C (Number of Trainees)	Maximum Score	Pretest Range	Mean, Median, Mode	Posttest Range	Mean, Median, Mode
Introduction (N=22)	20	4-19	10, 9, 4	7-19	15, 15, Bimodal=15/19

Group 2

UPC C (Number of Trainees)	Maximum Score	Pretest Range	Mean, Median, Mode	Posttest Range	Mean, Median, Mode
Introduction (N=15)	20	8-17	14, 15, 16	14-17	15, 16, 17

Pre-Posttest Scores by Training Cohort

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Group 3

UPC C (Number of Trainees)	Maximum Score	Pretest Range	Mean, Median, Mode	Posttest Range	Mean, Median, Mode
Introduction (N=25)	20	13-19	17, 17, 18	16-20	18, 18, 18

GROUP 4

UPC C (Number of Trainees)	Maximum Score	Pretest Range	Mean, Median, Mode	Posttest Range	Mean, Median, Mode
Introduction (N=15)	20	8-17	14, 15, 16	14-17	15, 16, 17

UPC Follow-Up Survey

Conducted by APSI in 2018

(1/5)

Objective: What trainings have been delivered by those trained as master trainers in the Universal Prevention Curriculum?

- Out of the 71, 54 (76%) of the trainers completed the survey.
- Together, the 54 trainers who responded (combined both languages) reported to have delivered 178 trainings to 1384 individuals on the UPC-Coordinator Series Trainings between 2014 – December 2017.

UPC Follow-Up Survey Conducted by APSI 2018

(2/5)

- From your experience conducting the trainings, how helpful did you find that the trainings you received with APSI, Colombo, or other related training group prepared you to conduct further trainings on your own?

From your experience conducting the trainings, how helpful did you find that the trainings you received with APSI, Colombo, or other related training group prepared you to conduct further trainings on your own?				
RESPONSES 49	89%	RESPONSES	% total surveyed	% total responses
SKIPPED 5	11%			
Very helpful		40	74%	82%
Somewhat helpful		5	9%	10%
Not helpful at all		0	0%	0%
I did not need to have trainings		0	0%	0%
I have not conducted any trainings		4	7%	8%
Other (Specify) - COMMENTS IN SEPARATE WORKSHEET		5	9%	10%

UPC Follow-Up Survey

Conducted by APSI in 2018

(3/5)

- **For each of the curricula in the UPC Coordinator Series below, please specify how many trainings you have conducted (if any), the year they were conducted, and total number of people trained per year**

1. Introduction to Prevention Science
2. Physiology and Pharmacology for Prevention Specialists
3. Monitoring and Evaluation of Prevention Interventions and Policies
4. Family-Based Prevention Interventions
5. School-Based Prevention Interventions and Policies
6. Workplace-Based Prevention Interventions and Policies
7. Environment-Based Prevention Interventions and Policies
8. Media-Based Prevention Interventions
9. Community-Based Prevention Implementation Systems

UPC Follow-Up Survey

Conducted by APSI in 2018

(4/5)

UPC-C Trainings Delivered by APS Trained Trainers 2014-2017-People Trained						
Responses: 36 or 67% of those responding						
Curriculum	2014	2015	2016	2017	Total	
Introduction to Prevention Science	66	489	516	313	1384	
Physiology and Pharmacology	32	323	235	230	820	
Monitoring and Evaluation	0	0	30	14	44	
Family-Based Prevention Interventions	0	100	180	62	342	
School-Based Prevention Interventions	27	260	100	233	620	
Workplace-Based Prevention Interventions	15	187	266	168	636	
Environment-Based Prevention Interventions/Policies	0	0	47	30	77	
Media-Based Prevention Interventions	0	0	55	118	173	
Community-Based Prevention Implementation Systems	0	0	80	100	180	
Total	140	1359	1509	1268	4276	

UPC Follow-Up Survey Conducted 2018

(5/5)

- Please review the chart below and indicate with a check mark those substance use prevention interventions that are provided by your workplace.

SERVICES PROVIDED BY WORKPLACE (for those working as prevention providers)					
	INFANCY AND EARLY CHILDHOOD	MIDDLE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE AND ADULTHOOD	TOTAL RESPONDENTS
FAMILY	18% 4	64% 14	82% 18	73% 16	51% 22
SCHOOL	28% 10	67% 24	94% 34	64% 23	84% 36
WORKPLACE	5% 1	19% 4	38% 8	90% 19	49% 21
POLICIES/ ENVIRONMENT	36% 7	43% 12	50% 17	100% 23	56% 24
MEDIA	15% 3	31% 7	62% 13	92% 17	42% 18
COMMUNITY	20% 7	35% 14	55% 22	95% 29	72% 31

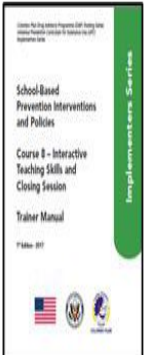
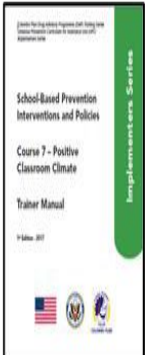
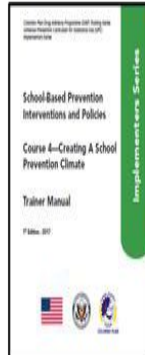
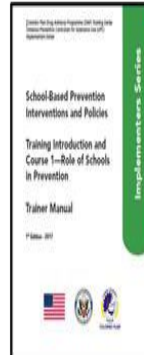
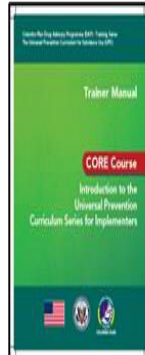
Demonstration Project in Peru

- To assess the effectiveness of training prevention professionals on evidence-based school prevention interventions in Peru through a randomized-control trial
- In coordination with Fernando Salazar, Ph.D., and his staff from the Universidad Peruana Cayetano Heredia in collaboration with M.J. Paschall, Joel Grube, and Chris Ringwalt from the Pacific Institute on Research and Evaluation and Zili Sloboda from APSI

Paschall, M.J., Silva, F.S., Sloboda, Z., Ringwalt, C.L., & Grube, J.W. (2023). Effects of the Universal Prevention Curriculum for schools on substance use among Peruvian adolescents: A randomized trial. *Journal of Drug Education* Jun 26:472379231185130. doi: 10.1177/00472379231185130.

Study Design

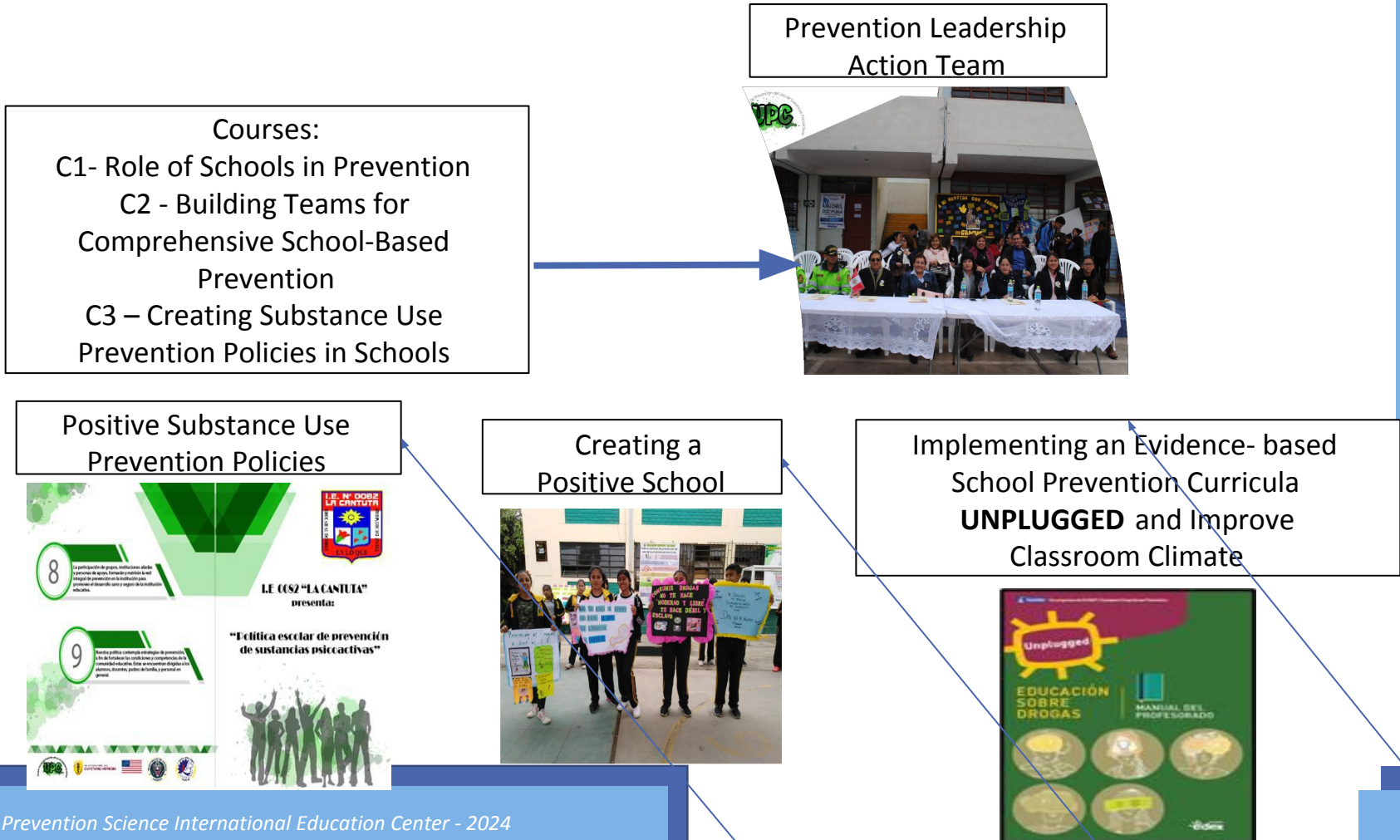
INTERVENTION SCHOOLS



CONTROL SCHOOLS



Building a Comprehensive Evidence-Based Prevention Program in Schools



Outcomes of Interest

There were two outcomes of interest to the team:

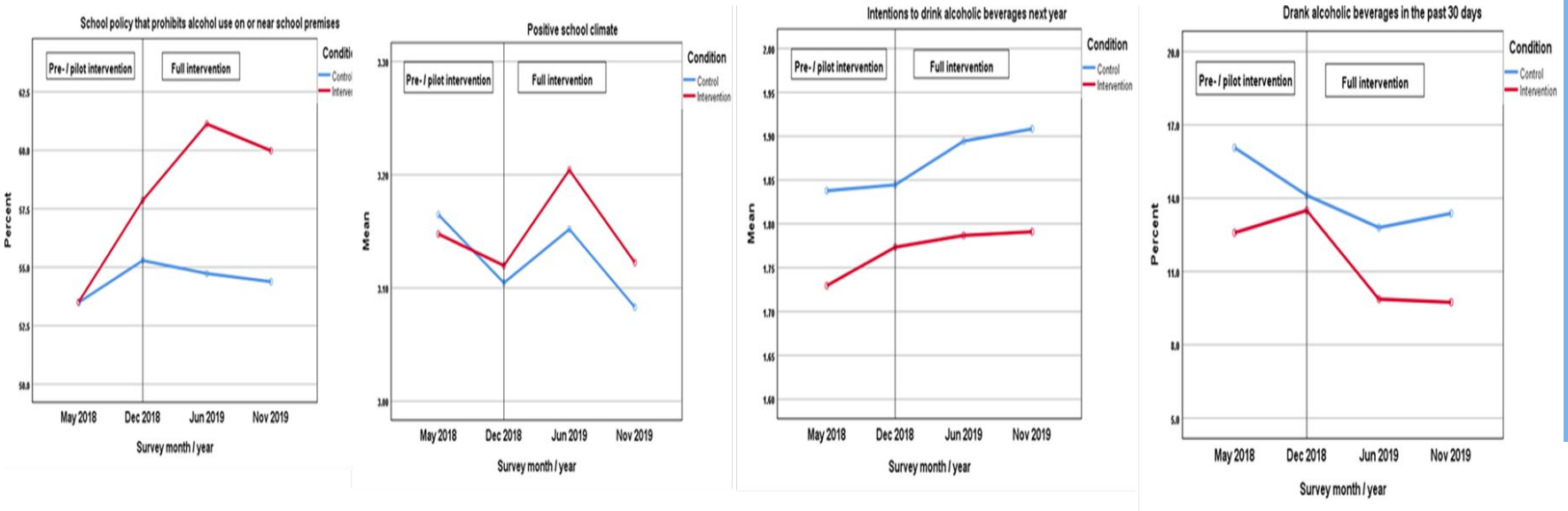
- The creation and retention of the PLAT and the evidence-based prevention interventions
- Student reports of:
 - lifetime drug use; past-year and past-month tobacco, alcohol, marijuana, and other drug use;
 - awareness of school tobacco and alcohol use policies; perceived enforcement of school policies;
 - school bonding

Comparison of Fidelity Domain Ratings for the 14 Intervention Schools in 2018 and 2019, Mean (Standard Deviation).

<u>Domain</u>	<u>2018</u>	<u>2019</u>
School policy	3.00 (.57)	3.54 (.64)*
School climate	2.95 (.39)	3.52 (.36)**
School curriculum	2.95 (.71)	3.22 (.70)
Prevention leadership action team	2.96 (.66)	3.39 (.67)
Overall rating	2.96 (.52)	3.42 (.54)*

* $p < .05$, ** $p < .01$.

Multi-level Analyses



School Policy

School Climate

Intentions to drink

Alcohol use

Training the Current Prevention Workforce—Training in the U.S.



The Birth of Foundations of Prevention Science and Practice



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Crosswalk Between APSI Foundations and IC&RC Domains/Tasks

IC&RC DOMAINS	APSI COURSE COVERAGE
1. Planning and Evaluation	★
2. Prevention Education & Service Delivery	★
3. Communication	★
4. Community Organization	★
5. Public Policy and Environmental Change	★
6. Professional Growth and Responsibility	★

Training in the U.S.

- To date we have trained 193 prevention professionals in 3 States and 12 prevention professionals stationed in Marine bases in Okinawa, Japan
- All of those trained received Course 1 before moving on to the Specialty Courses
 - 21 participated in Course 3-Families
 - 14 participated in Course 2-School
 - 13 participated in Course 5-Environmental Policies and Strategies
 - 65 participated in Course 6-Media
 - 54 participated in Course 7-Community-Based Implementation Prevention Systems
 - 71 participated in Course 8-Monitoring and Evaluation

Outcomes from U.S. Trainings—Knowledge



	<u>Pretest Mean</u>	<u>Posttest Mean</u>	
• Cohort 1 (N=27)	80%	89%	9%
• Cohort 2 (N=15)	55%	66%	14%
• Cohort 3 (N=10)	56%	69%	10%
• Cohort 4 (N= 9)	57%	80%	23%
• Cohort 5 (N=11)	53%	77%	24%
• Cohort 6 (N= 5)	61%	79%	18%
• Cohort 7 (N=14)	61%	79%	18%
• Cohort 8 (N=13)	63%	83%	20%
• Cohort 9 (N=22)	55%	71%	16%
• Cohort 10 (N=23)	71%	75%	4%
• Cohort 11 (N=14)	63%	69%	7%
• Cohort 12 (N=27)	57%	71%	14%
• Cohort 13 (N=15)	56%	71%	15%
• Cohort 14 (N=13)	56%	67%	11%
• Cohort 15 (N= 6)	67%	84%	17%

Overall Evaluation of the Training

(1/4)

									Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<u>Training Methodology</u>													
Training objectives were clearly stated								70.0	25.3	4.7	0.0	0.0	
Material was clearly presented								67.5	28.3	4.2	0.0	0.0	
The training activities/exercises allowed the practice of important concepts.								69.4	25.0	5.5	0.0	0.0	
The training provided balance among presentations, activities, questions and discussions								69.8	25.1	5.1	0.0	0.0	
The training modules were presented in logical order								70.1	25.3	3.6	1.0	0.0	

Overall Evaluation of the Training

(4/4)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training topics were relevant to my work.	70.5	22.8	6.7	0.0	0.0
I expect to use the information gained from this training	73.8	20.5	4.7	1.0	0.0
I would recommend this training to a colleague.	70.5	20.9	7.0	1.6	0.0

Future Directions for Foundations

- Follow-up with training participants to:
 - Determine what part of the training experience was introduced into their prevention work
 - Proactively seek what technical assistance is needed to introduce and support evidence-based prevention programming in their work settings and communities
- Establishing APSI-Europe

**Thank You
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