

National Centers for the Application of Prevention Technologies

In 1997, SAMHSA's Center for Substance Abuse Prevention funded regional Centers for the Application of Prevention Technologies (CSAP's CAPTs). The primary mission of the five regional CAPTs is to assist the prevention field in the application of evidence-based prevention strategies and programs. This product is designed to assist us to fulfill this mission.

The Substance Abuse Prevention Specialist Training (SAPST) curriculum was developed by CSAP's Western CAPT in 1989, and adopted by CSAP's National CAPT steering committee, in response to the multiple requests from prevention specialists in state agencies and community-based organizations. After carefully reviewing existing curricula, the Prevention Generalist Training produced by the Colorado Alcohol and Drug Abuse Division was chosen as a model. Great appreciation is extended to the Colorado Alcohol and Drug Abuse Division for permission to use material from the Prevention Generalist Training and to revise and modify it as needed. This unselfish sharing of material is a wonderful example of Colorado's commitment to improving the prevention field.

A professionally trained workforce is extremely important to the continuing improvement in prevention services. The SAPST curriculum is designed to provide both pre-service and in-service prevention professionals with up-to-date, evidence-based information to the prevention field. This newly revised edition has the most current information available on evidence-based prevention practices and programs.

Thanks to the many CSAP's Western CAPT staff and consultants who have conducted work on the earlier versions of the SAPST curriculum. Nora Luna, Project Manager for CSAP's Western CAPT, who took the major responsibility for coordinating the development of the SAPST. Kristen Gabrielsen, Associate Director, edited numerous drafts and helped develop the original version of the modules on program planning and evaluation. Gary Fisher, CASAT Executive Director, who continually supports good prevention work in the western region. Denise Sheehan, Prevention Application Management Coordinator, helped develop the human development section and provided numerous reviews of various modules in several editions of the SAPST. Gretchen Casey, Special Projects Coordinator, prepared and printed multiple drafts and revisions of the SAPST manual. Noreen Hammond Heid, Consultant, carefully reviewed the SAPST manual second edition. Pamela Tindall, Consultant, updated several editions through many painstaking hours and provided drafts in a timely and professional manner. Successful development of a curriculum is a major undertaking demanding teamwork and shared responsibility. These individuals worked tirelessly on this product and should be commended.

In 2005, a work group of representatives from CSAP's Western, Central, Northeast, Southeast, and Southwest CAPTs convened to create a National SAPST curriculum. The 2005 edition of the SAPST is the result of the collaborative work of this group of prevention professionals.

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for the Substance Abuse Prevention Specialist Training curriculum.

ADAD created the PGT in 1986 under the leadership of Fred Garcia. The manual was revised in 1991, 1994 and 1998. Since the mid-eighties, ADAD has trained all of its prevention contractors, as well as state prevention representatives throughout the U.S., in the PGT.

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CAPT Pre-Test Form

The purpose of this form is to assess changes in participants' course-related knowledge. The form is completely anonymous. Please do NOT put your name anywhere on this form. Results will be used to inform similar future events. It is important to obtain information from all participants to maintain quality of service; however, your participation is voluntary.

Name of Event: _____

Location of Event: _____

Date of Event: _____

1. How knowledgeable are you about the following topics? (check *one* box on *each* line)

	<i>Not at All Knowledgeable</i>	<i>Not Very Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Fairly Knowledgeable</i>	<i>Very Knowledgeable</i>
Risk and Protective Factor Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Logic Models for Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate whether each of the following statements is false or true. (check *one* box on *each* line)

	<i>Definitely False</i>	<i>Probably False</i>	<i>Probably True</i>	<i>Definitely True</i>
The development of policies in response to drug use and the classification of certain drugs as legal or illegal have sometimes had political, racial, and class overtones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk and Protective Factor prevention research states that transitions and mobility are protective factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAMHSA's Strategic Prevention Framework focuses on achieving outcomes at the individual level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is best to design a Logic Model after the program has been completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Components of culture include knowledge, values and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older adolescents look to society as a whole for guidelines concerning what is right and wrong. They know that rules are necessary for keeping society running smoothly and believe it is their "duty" to obey them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Social Marketing the four P's are: Product, Price, Promotion, and Partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical conduct of prevention professionals can be guided by a written Code of Ethics and may vary between organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within the dimensions of diversity, the views of substance use, misuse and abuse are fundamentally the same across groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The values within the dominant U.S. culture both encourage and discourage substance abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the five steps of the Strategic Prevention Framework is capacity building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

An example of a situation where an external evaluator is recommended is when the evaluation desired requires more time and expertise than program staff and volunteers can provide.

Quantitative evaluation is always preferable to qualitative evaluation.

Program curricula and activities need to reflect the experiences, culture and perspectives of the focus population for whom the program is intended.

Research has shown that the more gruesome public service announcements are, the more likely they are to discourage teenagers from using drugs.

THE ENTIRE N.S.A.P.S.T. TRAINING FEEDBACK

2. Please rate your satisfaction with each of the following aspects of the overall N.S.A.P.S.T. training. (check *one* box on *each* line)

	<i>Very Dissatisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Somewhat Satisfied</i>	<i>Very Satisfied</i>
Quality of the information you received <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of the information to your work <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of the training <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity of the trainer(s) to the participants <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for questions/discussion <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handouts or materials <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What were the *most* and *least* helpful features of the overall S.A.P.S.T. training?

MOST

LEAST



4. In what ways could this training be improved?

5. How much new information or ideas did you receive in the overall N.S.A.P.S.T. training?

(check *one*)

- No New Information/Ideas A Little New Information/Ideas Some New Information/Ideas A Lot of New Information/Ideas

6. How likely are you to use the information or ideas that you received in the overall N.S.A.P.S.T. training? (check *one*)

- Not at All Likely Not Very Likely Somewhat Likely Very Likely

7. Overall, how satisfied are you with the overall N.S.A.P.S.T. training? (check *one*)

- Very Dissatisfied Somewhat Dissatisfied Somewhat Satisfied Very Satisfied

8. Please write in any additional comments or suggestions that you may have.

List of Resources

- **Altered States (video or DVD)**
Cost: \$149.95 plus shipping and handling
Phone: 800.257.5126
Web: www.films.com
- **Deadly Persuasion (media video or DVD)**
Cost: \$150 video; \$175 DVD
Mail: Media Education Foundation
60 Masonic Street
Northampton, MA 01060
Phone: 800.897.0089
Fax: 800.659.6882
Email: info@mediaed.org
Web: www.mediaed.org/videos/MediaAndHealth/DeadlyPersuasion
- **Environmental Prevention Strategies: Putting Theory Into Practice (video)**
Cost: \$35.00
Mail: The National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
Phone: 800.729.6686
Fax: 301.468.6433
Email: info@health.org
Web: store.health.org/catalog/ProductDetails.aspx?ProductID=15614
- **Health Promotion in Diverse Cultural Communities (handbook)**
Cost: \$14.00
Mail: Stanford Prevention Research Center
Stanford University
750 Welch Road
Palo Alto, CA 94304
Phone: 415.723.0003
Web: <http://patienteducation.stanford.edu/materials/>
- **Media Advocacy and Public Health: Power for Prevention (book)**
Cost: \$46.95
Web: www.amazon.com
- **Media Sharp (video or DVD)**
Cost: No Cost
Mail: CDC's Office on Smoking and Health
Publications
Mail Stop K-50
4770 Buford Highway, NE
Atlanta, GA 30341-3717

List of Resources – *continued*

Phone: 770.488.5122 (Ask for publications)
Web: www.cdc.gov/tobacco/mediashrp.htm

- **Office of National Drug Control Policy Public Service Announcements**

Cost: No Cost
Phone: 800.788.2800

Web: www.mediacampaign.org/ (Go to “Ad Gallery”)

- **A Tale of O (video)**

Cost: \$495.00
Mail: TrainingABC
950 Taylor Station Road, Suite J
Gahanna, OH 43230
Phone: 888.281.8038
Fax: 614.552.5293
Web: www.trainingabc.com

- **Uppers, Downers, All Arounders (book, video)**

Cost: \$195.00 plus shipping and handling
Mail: CNS Productions, Inc.
11 Almond Street
Medford, OR 97504
Phone: 800.888.0617
Fax: 541.773.5905
Email: info@cnsproductions.com
Web: www.cnsproductions.com