

The event in which you are about to participate is provided through the New England Prevention Technology Transfer Center (New England PTTC) a program funded through the Substance Abuse and Mental Health Services Administration's (SAMHSA).
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New England (HHS Region 1)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



New England Prevention Technology Transfer Center



Improve implementation and delivery of effective substance misuse prevention interventions



Provide training and technical assistance services to the substance misuse prevention field

- Tailored to meet the needs of recipients and the prevention field
- Based in prevention science and use evidence-based and promising practices
- Leverage the expertise and resources available through the alliances formed within and across the HHS regions and the PTTC Network.

- Webinars
- Project ECHO Learning Communities
- Development of Prevention Resources & Tools
- Tailored intensive technical support for coalitions and prevention organizations
- Specialty Area of Training & Technical Assistance: Cannabis prevention
- Leadership development & mentoring



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EVIDENCE-BASED PROGRAM TRAINING SERIES

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Washington State University



WASHINGTON STATE
UNIVERSITY

Three Sessions

9/12: What are evidence-based programs (EBPs) and why are they important?

9/19: How do we choose the right EBP for our community?

9/26: How do we strike the right balance between EBP fidelity and adaptation?

Session 1 Agenda



Introductions & Session Objectives



Opening Activity



What is evidence?



What does and doesn't work in prevention?



What is an evidence-based program (EBP)?



Closing Activity

Introductions

- Please raise your Zoom hand and keep it raised until you introduce yourself.
- Going around the room tell us your:
 - Name
 - Role/Organization
 - Favorite fall activity



Session 1 Objectives



To improve knowledge of different types of evidence.



To improve understanding of what research shows does and does not work in substance misuse prevention programs.



To learn what constitutes an evidence-based substance misuse prevention program and how to identify evidence-based programs using publicly available program registries.

Opening Activity: Nine Whys

- **Part 1 (3 mins):** Make a list of all of the tasks and activities you do in your job as a part of your prevention work. Try to keep writing until I tell you time is up.

Opening Activity: Nine Whys

- **Part 2 (10 mins):** In pairs, choose one person to go first. Introduce yourself and then read your list of tasks/activities. After the final task/activity listed, your partner should ask “Why is that important to you?” and you should respond. After each response, your partner should keep asking ‘And why is that important?’ up to 9 times. You will see a message from us when it’s time for the other person to share.
- **Part 3 (5 mins):** Using Poll Everywhere, share a word that best describes the core why underlying your prevention work.

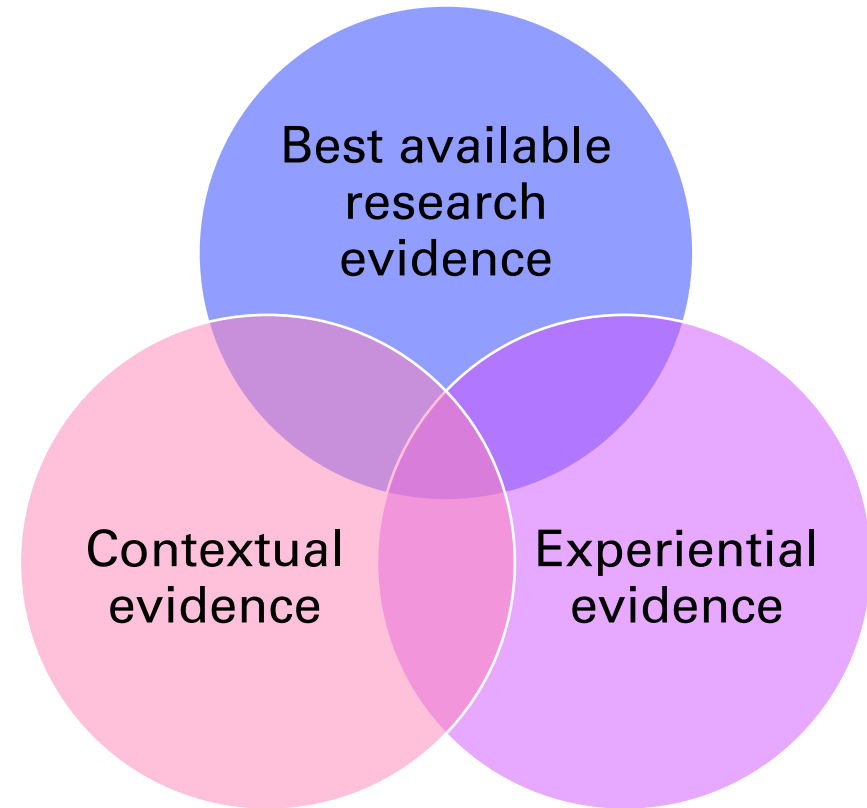
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WHAT IS EVIDENCE?

How can measurable evidence help us achieve our prevention goals?

Evidence-based Decision Making

- Process for making decisions about a program, practice, or policy that is grounded in the **best available research evidence** and informed by **experiential evidence** from the field and relevant **contextual evidence**.



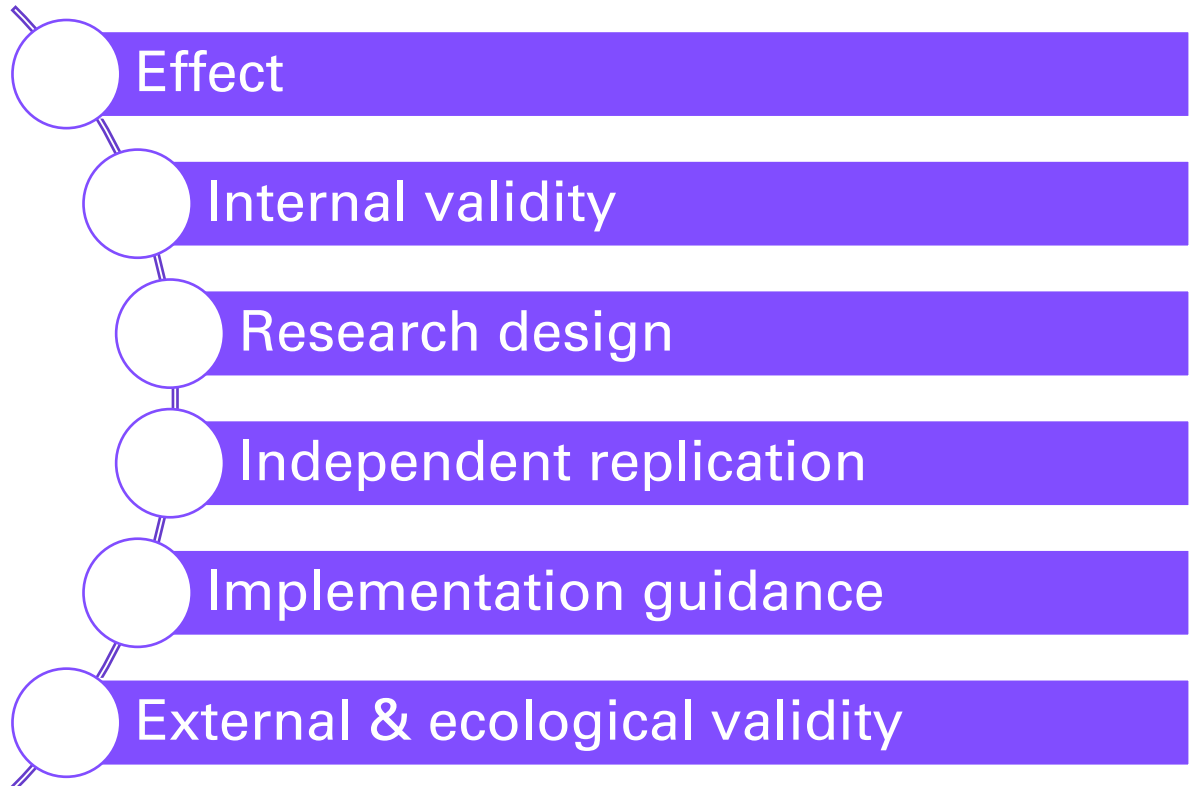
Best Available *Research* Evidence

- How much scientific research has been done on a program?
- What effects has the program had on the targeted outcomes (e.g., youth substance use)?
- How well does a study's design support causal statements about the program's effects?
- What implementation guidance is available and what does that guidance tell us about the capacity needed to successfully implement the program?

Continuum of Evidence of Effectiveness

The Continuum is designed to be used as a tool to help you better understand the best available research evidence, and why this evidence is important.

6 Dimensions of Effectiveness



| | Well Supported | Supported | Promising Direction / Emerging / Undetermined More Research Needed | Unsupported | Harmful |
|--------------------------------------|---|-----------|---|-------------|---------|
| Effect | Effectiveness: program's ability to reduce or prevent negative outcomes and/or promote positive outcomes. Indicates whether a program is having an impact on the outcomes of interest. | | | | |
| Internal validity | Internal Validity: extent to which the program outcomes can truly be attributed to it or if these outcomes could have been caused by something else. | | | | |
| Type of evidence/ research design | Research Design: components or elements of a study, such as measures, participant selection, group assignment, and outcome assessment over time. | | | | |
| Independent replication | Independent Replication: involves duplicating the implementation of a program with another group of participants to determine whether the same effects will be achieved. The replication should be not be conducted by the original researchers. | | | | |
| Implementation guidance | Implementation Guidance: services and/or materials that aid in the implementation of a program in a different setting such as training, coaching, technical assistance, support materials, and manuals/guides. | | | | |
| External and ecological validity | External validity refers to whether a program, can demonstrate effects among a wide range of populations and contexts. Ecological validity refers to whether the program components and procedures are feasible in real-world settings. | | | | |

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| Effect | Found to be effective | | Some evidence of effectiveness | Expected preventive effect | Effect is undetermined | Ineffective | Practice constitutes risk of harm |
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| Effect | Found to be effective | | Some evidence of effectiveness | Expected preventive effect | Effect is undetermined | Ineffective | Practice constitutes risk of harm |
| Internal validity | True experimental design | Quasi experimental design | Non-experimental design | Sound theory only | No research No sound theory | True or quasi experimental design | Any design with results indicating negative effect |
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| Type of evidence/research design | Randomized control trials and meta-analysis / systematic review | Quasi experimental design | Single group design | Exploratory study | Anecdotal / Needs assessment | Randomized control trials or quasi experimental design | Any design with results indicating negative effect |
| Independent replication | Independent Replication: involves duplicating the implementation of a program with another group of participants to determine whether the same effects will be achieved. The replication should be not be conducted by the original researchers. | | | | | | |
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| Independent replication | Program replication with evaluation replication | | Program replication without evaluation replication | Partial program replication without evaluation replication | | Program replication with evaluation replication | Possible program replication with / without evaluation replication |
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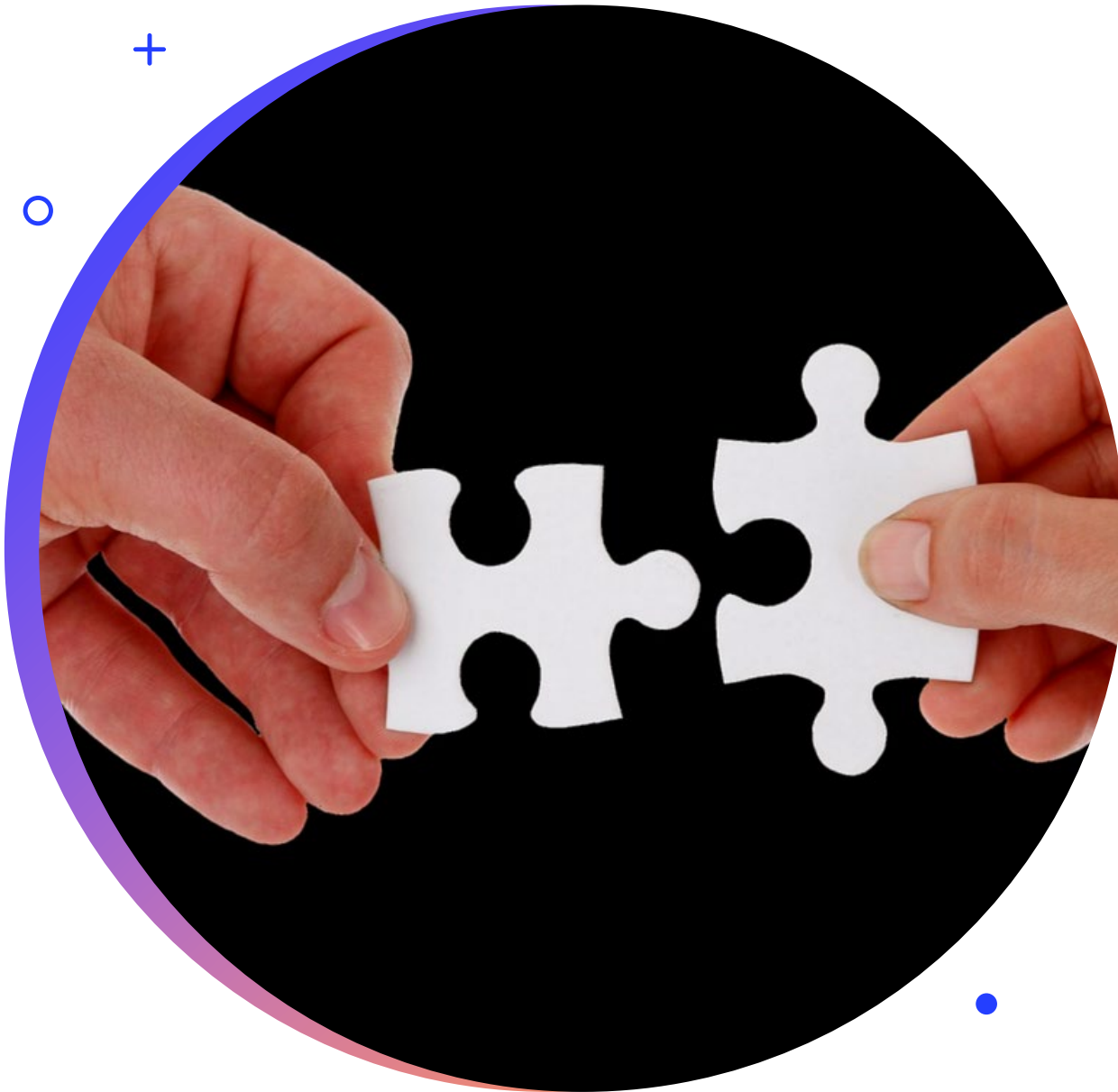
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| Independent replication | Program replication with evaluation replication | | Program replication without evaluation replication | Partial program replication without evaluation replication | | Program replication with evaluation replication | Possible program replication with / without evaluation replication |
| Implementation guidance | Comprehensive | | Partial | None | | Comprehensive | Comprehensive / partial |
| External and ecological validity | <p>External validity refers to whether a program, can demonstrate effects among a wide range of populations and contexts. Ecological validity refers to whether the program components and procedures are feasible in real-world settings.</p> | | | | | | |

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| Implement- ation guidance | Comprehensive | | Partial | None | | Comprehensive | Comprehensive / partial |
| External and ecological validity | Applied studies—different settings (2+) | Applied studies—similar settings (2+) | Real-world informed | Somewhat real-world informed | Not real-world informed | Applied studies—same / different settings | Possible applied studies—similar / different settings |



Experiential Evidence

- Collective experience and expertise of those who have practiced or lived in a particular setting as well as subject matter experts.

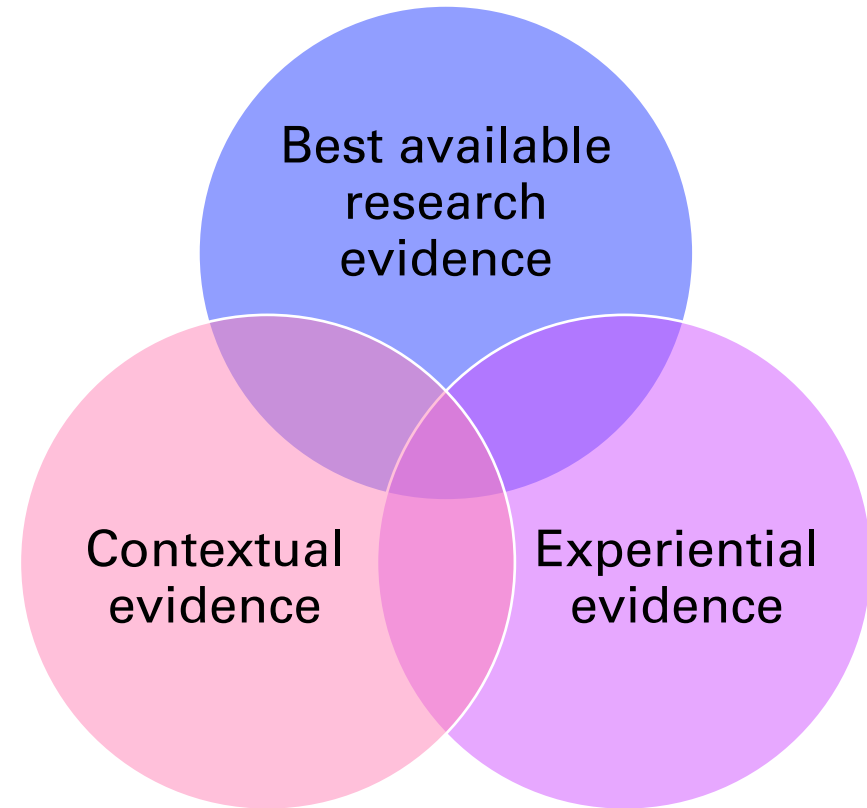


Contextual Evidence

- Information about whether or not a program “fits” with the context in which it is to be implemented
- It is feasible to implement?
- Is it useful?
- Is it likely to be accepted by our community?

Evidence-based Decision Making

- Process for making decisions about a program, practice, or policy that is grounded in the **best available research evidence** and informed by **experiential evidence** from the field and relevant **contextual evidence**.



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QUESTIONS?

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WHAT DOES & DOESN'T WORK IN PREVENTION?

Essential elements of effective youth substance misuse programs

Effective Prevention: *The Logic*



Effective Prevention: *The Elements*

- **What:** Knowledge, skills, and messages delivered through program activities
- **How:** Instructional methods, setting, and timing
- **Who:** Characteristics of the person/organization delivering the program

Substance Misuse Prevention: What ***DOES NOT*** work

| Element | Characteristics of Ineffective Strategies |
|---|--|
| What: characteristics of content being delivered | <ul style="list-style-type: none">• Use scare tactics or fear arousal• Focus on substance abstinence• Lack social skills practice• Only provide knowledge or about the consequences of substance use• Focus on long-term consequences of substance use |
| How: characteristics of how it is delivered | <ul style="list-style-type: none">• Use lectures (passive)• Do not pay attention to what is developmentally appropriate• Lack interpersonal• Are punitive |
| Who: characteristics of the person delivering the material | <ul style="list-style-type: none">• Use expert telling or personal testimony as a primary way to deliver program content |

Substance Misuse Prevention: What ***DOES*** work

| Element | Characteristics of Effective Strategies |
|---|--|
| What: characteristics of content being delivered | <ul style="list-style-type: none">• Are comprehensive and theory-driven• Are socioculturally and developmentally relevant• Have clear goals and objectives with evidence of impact• Focus on norms• Are skills-based and promote developing positive relationships• Aim to reduce risk factors and enhance protective factors• Focus on short-term consequences of substance use |
| How: characteristics of how it is delivered | <ul style="list-style-type: none">• Have a sufficient dosage• Use varied teaching methods• Are socioculturally sensitive and developmentally appropriate• Are interactive• Include peer-led components• Target multiple settings/influences (school, family, community) |
| Who: characteristics of the person delivering the material | <ul style="list-style-type: none">• Are delivered by well-trained program facilitators• Provide facilitators with sufficient support and supervision |

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QUESTIONS?

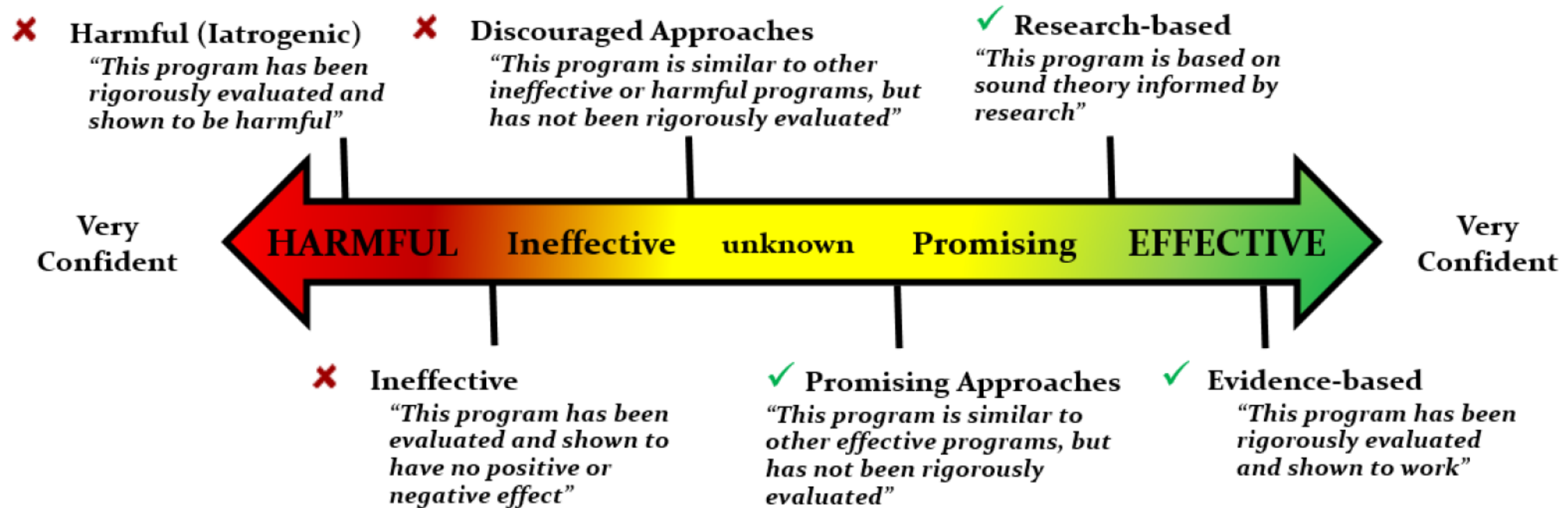
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SO, WHAT IS AN EBP?

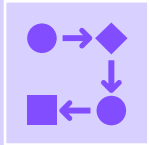
How do evidence-based programs help us reach our prevention goals?

Evidence-based Programs

Prevention Program: Continuum of Confidence



Evidence-based Programs



Based on clearly articulated and empirically-supported theory (logic model) and have detailed description of intervention activities



Tested in rigorous scientific evaluations with comparison group (e.g., randomized control trials)

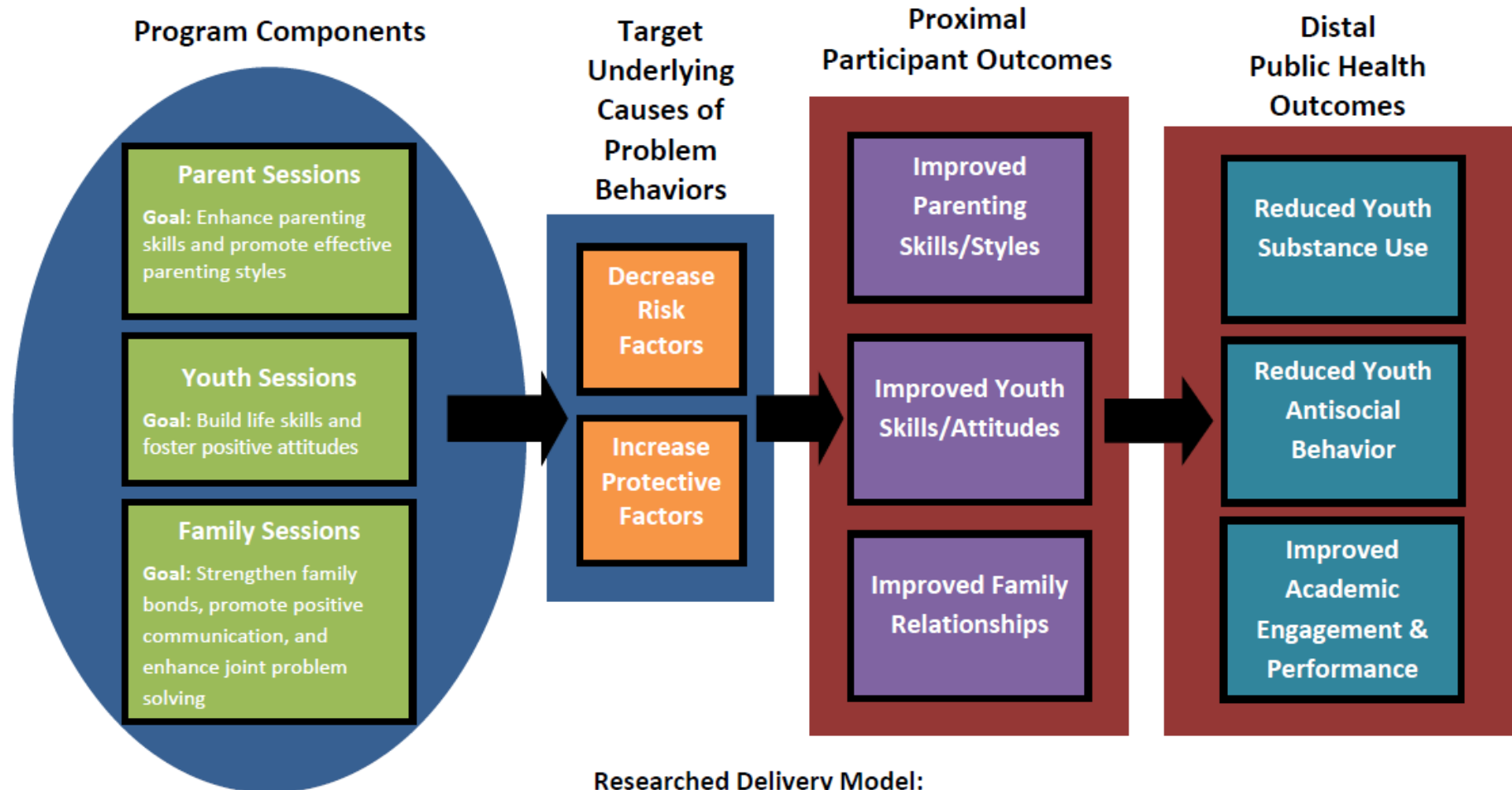


Demonstrated effectiveness on targeted participant outcomes – ideally, with evidence of sustained effects for minimum of 6 months following the end of the program

Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

The original version of this program was developed through Project Family by the Social and Behavioral Research Center for Rural Health at Iowa State University.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at the Pennsylvania State University

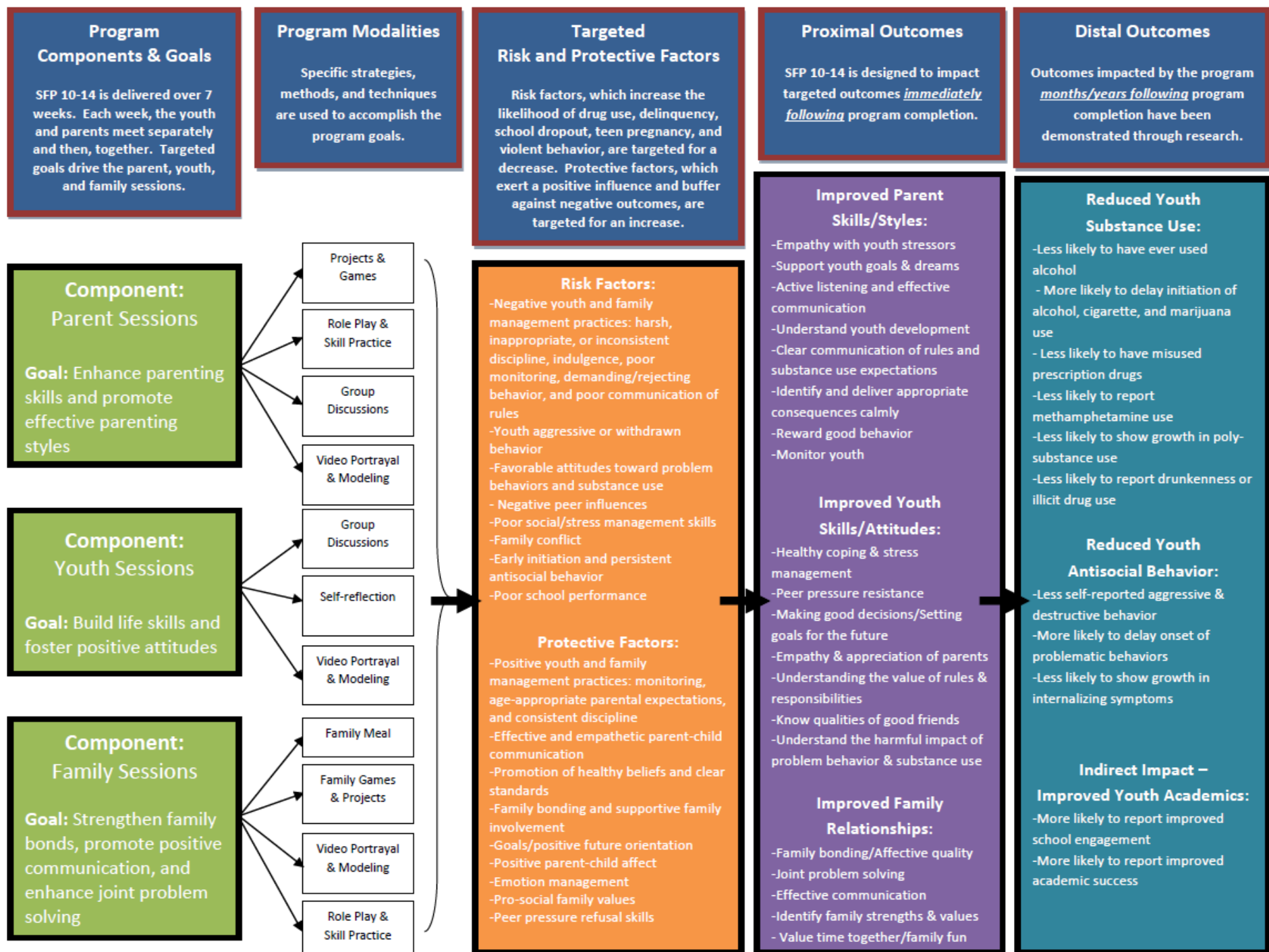


Researched Delivery Model:

- targets youth ages 10 to 14 and their caregivers
- goal of serving 10 families per program
- delivered once weekly for 7 weeks
- a scripted curriculum with interactive video instruction
- led by three facilitators
- parent and youth sessions run concurrently followed by a joint family session for approximately two hours of instruction
- a family meal is recommended prior to program delivery to promote bonding and facilitator modeling

\$\$ Please visit the Washington State Institute for Public Policy (WSIPP) website for current information regarding the Benefit-Cost Results for SFP 10-14. \$\$

<http://www.wsipp.wa.gov/BenefitCost?programSearch=Strengthening+families+program+>





Selecting an EBP: What Do We Mean by "Evidence-Based?"

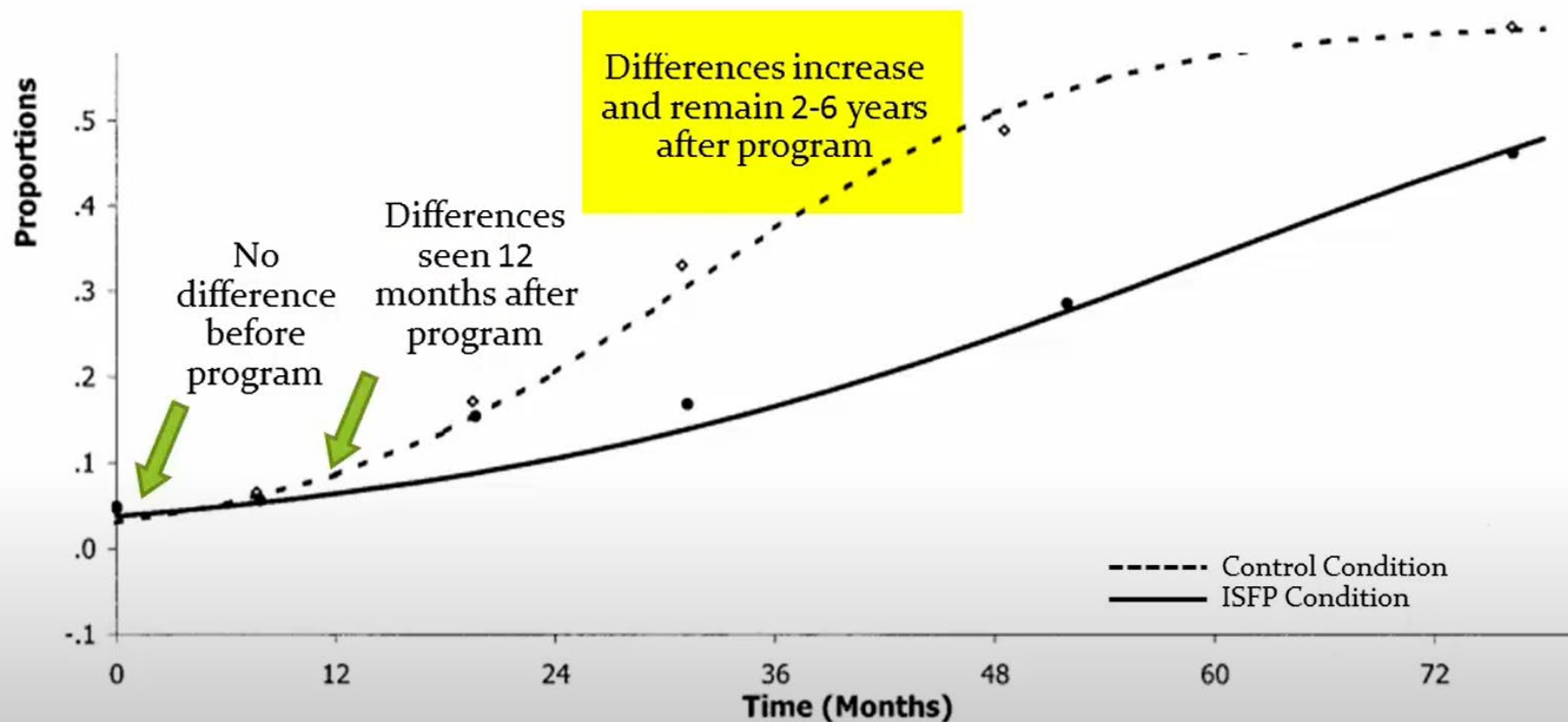
Building "Evidence"



Watch later



Share



MORE VIDEOS

Figure 2. Lifetime cigarette use—Estimated growth curves for ISFP- and control-condition schools. ISFP = Iowa Strengthening Families Program.

Snith, R., Redmond, C., Shin, C., & Azevedo, K. (2004). Brief family intervention effects on adolescent substance initiation: School-level growth curve analyses 6 years following baseline. *Journal of Clinical Consulting and Counseling*, 72 (3), 535-542.



YouTube



Substance Misuse Prevention: What ***DOES*** work

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Session 2 Preview

The second session will dive deeper into a three-step process for choosing the right evidence-based program (EBP) to meet your community's needs.

1

Assess and understand your community's needs and priorities (contextual evidence).

2

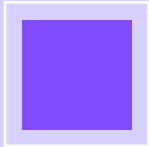
Identify and narrow your EBP options by considering the type of EBP needed.

3

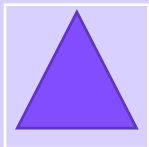
Compare EBPs by assessing their strength of research evidence and degree of fit with your community's needs and resources.

Closing Activity: Shape-up Reflection

Type responses in the chat box to the follow questions.



What 2-4 things from today's session "square" with your beliefs and/or experience?



What 3 points do you want to remember from today?



What 1 question is still circling in your mind?