

SAPST PROGRAM PURPOSE:

Substance Abuse Prevention Specialist Training (SAPST) provides a thorough overview of the prevention field and gives participants the knowledge and tools to build effective programs. Participants will explore a variety of issues related to prevention including the Risk/Protective Factor model, program planning, evaluation, media and more. Through this training, participants and agencies will gain the ability to enhance their efforts and design prevention programs that will create real, long term results.

SAPST OVERVIEW:

The training is divided into eight modules. Each module functions as an independent building block that orients professionals to the field of prevention. This training is not designed to answer every prevention question or to provide an exhaustive overview of the field. Instead, it offers core knowledge modules that begin the lifelong process of educating the profession about substance abuse prevention.

Substance Abuse Prevention Specialist Training (SAPST) was developed to introduce beginning prevention professionals to the fundamentals of prevention. However, prevention professionals that have been in the field for many years have attended the training and stated that they learned new information and learned about how to apply research.

For those individuals pursuing prevention certification who must take the test developed by the International Certification & Reciprocity Consortium/Alcohol & Other Drug Abuse, Inc. (ICRC), the SAPST course provides an introduction into many of the topics on the exam. However, the ICRC requirements include many more contact training hours and topics than the SAPST provides.

Module One, entitled “History/Drug Facts/Ethics,” provides an orientation to the training curriculum. This module contains an overview of the curriculum, welcoming exercises, and activities designed to introduce participants to various approaches to substance abuse prevention. This section provides a historical overview of drugs in America and a timeline of prevention. This section also orients participants to the emerging discipline of prevention, discusses pertinent prevention issues, and examines some characteristics of effective prevention programs. A code of ethics for the prevention field is introduced in this module and applied to case studies. This information “sets the stage” for in-depth learning in the sections which follow.

Module One Objectives:

- Share parts of own ideas/ beliefs about ATOD use
- Accurately convey basic information about drugs and drug use
- Provide examples of supply reduction and demand reduction strategies
- Describe the relationship between the history of drugs in America and the history of the prevention profession
- Discuss the use of a sample code of ethical conduct for prevention professionals
- Practice using a sample code of ethics to make decisions in hypothetical scenarios
- Create a basic plan for becoming a Certified Prevention Specialist

Module Two, “Prevention Research,” presents substantial content on current prevention research and theory. Three theoretical orientations are reviewed in this section. This module provides in-depth information on evidence-based prevention research findings and prevention principles. Participants explore how to use these principles to improve the effectiveness of prevention activities.

Module Two Objectives:

- Define evidence-based prevention
- Describe the risk factors/protective factors theory of substance abuse prevention, the resiliency approach and the developmental assets framework
- Apply the risk factors/protective factors approach to a case study
- Understand CSAP and NIDA prevention principles
- Enhance a prevention program using these prevention principles

Module Three, entitled “Culture and Prevention,” approaches all communities as communities of diversity. Elements of culture and cultural values are explored with regard to substances and youth. Discussion centers on similarities as well as differences and on sharing elements of culture among participants. Attention to cultural sensitivity and appropriateness is considered relative to each step of the SPF, to prevention professionals, and to prevention services.

Module Three Objectives:

- Define culture and diversity
- Define cultural competence and inclusion
- Describe the importance of cultural competency and inclusion to successful prevention strategies.
- Identify the sources of attitudes and values about substance use and abuse.
- Discuss ways that awareness and examination of attitudes and values about substance use and abuse can enhance cultural competence and inclusiveness.
- Identify skills and practices that enhance cultural competency and inclusion
- Identify their own strengths and challenges in practicing cultural competency and inclusion.
- Apply principles of cultural competency and inclusion to organizational practices and strategies.

Module Four, entitled “Prevention Planning,” presents a five-step process, known as the Strategic Prevention Framework (SPF), for building a successful prevention plan. It contains information on community assessment and readiness, capacity building, strategic planning, the Institute of Medicine’s prevention classification scheme, implementation, and evaluation.

Module Four Objectives:

- Explain the importance of comprehensive, evidence-based prevention planning (the SPF).
- Identify each stage of the SPF
- Explain how a logic model is used for planning.
- Explain the concept of sustainability.
- Identify methods for ensuring cultural competence/inclusion and sustainability in prevention planning.

Module Five, entitled “Evaluation” presents the logic model as the basis for evaluation, defines key concepts used in research and evaluation, and demonstrates how evaluation can be used to enhance and improve prevention services. Participants practice designing a logic model and evaluation plan, developing appropriate evaluation questions, selecting evaluation measures and data sources, and using evaluation results to enhance effectiveness.

Module Five Objectives:

- Define evaluation
- Describe the importance of evaluation to the field of prevention
- Define key terms related to evaluation
- Use a logic model to create an evaluation plan
- Discuss evaluation methods
- Identify the relationship between key stakeholders and evaluation processes

Module Six, entitled “Using Human Development in Prevention” contains information on the emotional, social, and moral development of humans. Participants apply prevention strategies that focus on these areas of human development to prevention services. This section is not meant to be an exhaustive study of the multiple theories and perspectives in human development but is intended to encourage the design of developmentally appropriate prevention services.

Module Six Objectives:

- Discuss the importance of using human development in prevention work
- Describe Maslow’s Hierarchy of Needs theory and other foundational developmental theories
- Illustrate patterns of life changes related to emotional, social and moral development.
- Incorporate appropriate prevention strategies as related to different stages of human emotional, social, and/or moral development
- Restate structural and functional changes that occur in adolescent brain development
- Explain how alcohol, tobacco, and other drugs affect the adolescent brain differently than the adult brain

Module Seven, entitled “The Media and Prevention,” explores media advocacy, media literacy, and social marketing/social norming approaches to utilizing media in prevention. Skills to advocate for prevention and gain access to media, critically “read” media messages, and design a social marketing campaign are taught. Ineffective media approaches, such as scare tactics, are also discussed.

Module Seven Objectives:

- Discuss the significance media has to the prevention field
- Apply media advocacy principles to a case study
- Analyze alcohol and tobacco ads
- Describe the basic principles associated with social marketing
- Identify and challenge campaigns based on principles of scare tactics

Module Eight, entitled “Bringing it all Together,” pulls all the modules together and challenges participants to apply the knowledge they learned in each section. Participants draw together work from previous modules using the case studies begun in Module 2 and continued in each subsequent module, applying information they learned in the SAPST.

Module Eight Objectives:

- Design and assess a prevention program based on what they have learned in the SAPST