Syracuse University
Department of Public Health
PHP 321 Prevention in Addiction Services
Spring 2024

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Office Location: Falk 435B   **Office Hours: Virtual: Mon & Wed, 4-5pm**
Credits: 4   **Pre-requisites:** PHP 318

Class format: course meets 2 times per week (1 hour & 20 minutes each session) for 29 classes. Course meets Tuesday & Thursday-3:30pm-4:50pm.

Catalog Description: Theories, principles, and strategies relevant to addiction prevention services with diverse populations. Provides an overview to the design and evaluation of addiction prevention programs. 15 hours of community-based prevention activities required.

Learning Outcomes:
After taking this course, the students will be able to:
1. Apply health promotion models and prevention theory in the development of substance use prevention programs
2. Use data to guide program planning
3. Design a plan for a substance use prevention program
4. Propose an evaluation plan for a hypothetical prevention program

Required Texts:
Cimini, M. D., & Rivero, E. M. (2018). *Promoting behavioral health and reducing risk among college*

    students: a comprehensive approach. London, England: Routledge.

Course bibliography: see p. 5ff. These readings are available on Blackboard

Course Evaluation

Description	Percent of Grade
Prevention Project	
Part 1 – Assessment	20%
Part 2 – Planning	25%
Part 3 - Evaluation	20%
Group Presentations	20%
Participation	15%
Total	100%

Grading Table

Percentile Grade	Letter Grade	Percentile Grade	Letter Grade
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	65-69	D
80-83	B-	<65	F

Course Requirements and Expectations

1. **Participation**: Preparation for and regular contribution to class discussions are important and the foundation for all our work together in this course. Active class participation means that the use of cell phones, text messaging devices, email, web-browsing and so on are not permitted in class, unless being used to publicly support class discussions. Twelve (12) discussion group sessions will be randomly scheduled. The top scoring nine (10) discussion sessions will count toward the course grade. Groups are randomly formed. Evaluation: Grading is based on the quality of engagement with the group, application of class material to the discussion, and behaviors to support the discussion. A rubric is posted to Blackboard.

2. **Group topic Facilitation & Presentation:** We are using a seminar format in this assignment. Before real-time class sessions, each group has been assigned to pairs or small groups to read and discuss critical takeaways or summary points from the topic based on literature in addiction prevention (see the syllabus schedule). Groups are expected to report their findings for discussion in real-time with the entire class. Again, students are expected to report their key takeaways or summary points in real-time with the entire class for discussion. Evaluation will be based on the following criteria.

    A. <u>**Group Leading the Facilitation:**</u> (Worth 11%)

    ➕ Summary/Key take-aways of the topic based on the topic and material assigned (2%)

    ➕ Based on literature, discuss Pros & Cons of the topic assigned (2%)

    ➕ Identify and facilitate National policy of the assigned topic (2%)

    ➕ Engaging peers in forum on student-led discussions (2%)

    ➕ The group's recommendations on way forward on the topic (2%)

    ➕ Group's Powerpoint must be uploaded to the blackboard 24 hours prior to discussion day (1%)

    B. <u>**The rest of the students: (Three 3 X at 3% each = 9%)**</u>

    Each student must engage and participate in the discussion if they are not in the facilitating group. Grading will be based on the following:

    ➕ Asking questions

    ➕ Presenting challenging options

    ➕ Presenting suggestions/recommendations

    ➕ Non-use of cell phones while discussion is going.

<u>**NOTE:**</u>

➕ No points will be awarded to students who attended class sessions and made no contributions to

the class discussion topic.

➕ There is no make up for this assessment.

3.Prevention Project:

In this project, students will develop a hypothetical alcohol and substance use prevention intervention for the Syracuse University campus. The project consists of the following parts**:**

a) **Photo Assessment:** Students will capture photo images to document environmental influences that promote or hinder substance use. A total of ten images are required; at least 5 images which promote substance use and 5 images which hinder substance use. The final product will consist of two parts: a) a digital "poster" displaying the capture images, thematically organized to illustrate images related to risk and protective factors of substance use on the Syracuse campus and adjacent neighborhoods; b) 200-400 word, formally written explanation of the composition (#1) which clarifies the context, theme, and message which you intend to portray visually. More details will be presented in class and on Blackboard.

b) **Planning & Proposed Solutions: In this part of the project, students will**
- Define the problem. National data should be used to support the significance of the problem (for instance, based on your photo assessment- pick any substance and search for data on it. Present the data and use the data to define/state and explain the problem)
- Evaluate the current condition on the Syracuse University campus (again based on the substance selected). Local data should be used to support your position
- Analysis – is change/improvement needed (again based on the substance selected)? Explain your position with literature.
- Establish one goal/objective to risk for problematic alcohol or substance use on campus (based on the substance selected)
- Propose evidence-based solutions/interventions to achieve the goal (based on the several evidence-based solutions/interventions discussed in class. Use literature the intervention selected).

In-text citations and a reference list formatted per APA style are required. Report length: 4 pages, double spaced (excluding title page and reference page). Additional details will be discussed in class and posted to Blackboard. A rubric to guide your development of this assignment and to facilitate grading is posted on Blackboard.

c) **Evaluation Model:** Student will propose an evaluation framework/model based on the CDC framework. In-text citations and a reference list formatted per APA style are required. Report length: 1 page, double spaced (excluding title page and reference page).
A rubric to guide this assignment's development and facilitate grading is posted on Blackboard

Assessment Plan

This course exposes students to the following BSPH addiction prevention concentration outcome, SU Shared Competencies, and the Council on Education in Public Health (CEPH) undergraduate public health domains.

PHP 321 Course Learning Outcomes	Course Assignments	SU Shared Competencies	CEPH Public Health Foundational Domains
Apply health promotion models and prevention theory in the development of substance use prevention programs	Exam 1 & 2		Project implementation: Address the fundamental concepts and *features of project implementation,*

PHP 321 Course Learning Outcomes	Course Assignments	SU Shared Competencies	CEPH Public Health Foundational Domains
	Class Participation Prevention Project	Scientific Inquiry and Research Skills. **Application of scientific inquiry and problem-solving in various contexts**. Analysis of theories, replication of procedures, and rethinking existing frameworks. ***Supporting arguments through research, data, and quantitative and qualitative evidence*** that can generate new knowledge.	*including planning, assessment, and evaluation*
• Use data to guide program planning • Design a plan for a substance use prevention program • Propose an evaluation plan for a hypothetical prevention program	Prevention project		

Assessment Plan, professional credentialling:
This course meets NYS Office of Alcohol and Substance Abuse Services (OASAS) credentialling requirements:
- Credentialed Prevention Professional (CPP) and Credentialed Prevention Specialist (CPS): Education & Training Section IV – Professional Development & Ethical Responsibilities
- Credentialed Alcohol and Substance Abuse Counselor (CASAC): Education & Training Section IV – Professional Development & Ethical Responsibilities

CLASS SCHEDULE

Class	Class Topic	Readings	Assignment Due Dates All written assignments are submitted to BB by 11:59 p.m.
1/16	Class introductions Course Orientation Substance Use: Overall Prevalence Patterns	NSDUH (2018).	Registration of Arkaive device for attendance
Scope of the Problem & Social Costs			
1/18	Public Health Approaches	ASTHO (2017).	
1/23	Opioids, Cocaine, Alcohol Other Stimulants	Cidambi (2017) Text: CHP 1, 2 NIAAA(2019) CDC (2018) Weber (2016) Hayes & Manos(2018)	
1/25	Non-Medical Use of Prescription Drugs Tobacco Marijuana Vaping	Text CH 4 SAMHSA (2013). NIDA (2019) Text: CHP 3 NIDA(2018)	
Prevention Frameworks & Models			
1/30	Strategic Prevention Framework (SAMHSA) Prevention Framework (OASAS) Prevention Principles	SAMHSA (2017) NIDA (2003) OASAS (n.d.)	

Class	Class Topic	Readings	Assignment Due Dates All written assignments are submitted to BB by 11:59 p.m.
2/1	Needs Assessment Approaches	NYS OASAS. SAMHSA (2017) pp 11-12) SAMHSA (2018). CCHD (CH 3)	
2/6	Building Resilience Reducing Harm	Arizona Board of Regents (2017)	
2/8	Life-Course Perspective The Importance of Early Childhood	NIDA (2016)	Prevention Project: Photo Assessment due 2/9 at 11:59pm, EST
2/13	Substance Misuse Prevention in Young Adults – The SocioEcological Model	SAMHSA (2017).	.
Evidence Based Approaches			
2/15	Screening, Brief Intervention, and Referral to Treatment (SBIRT)	Text CH 7	
2/20	Social Norms Approach Media & social media	Text CH 8, SAMHSA (2017. p.27–29.). SAMHSA (2017) pp 31-33	
2/22	Bystander-Focused Approaches to Harm Reduction	Text CH 10 Hawk, Vaca, & D'Onofrio (2015).	
2/27 & 2/29	Policy, Environmental and System Focused Approaches	Text CH 11	
3/5	**Group Topic Facilitation Group One**	The Role of social media in Addiction Prevention. Detail instructions will be provided via Blackboard	
3/7	**Group Topic Facilitation: Group Two**	Harm Reduction as a Prevention Strategy. Detail instructions will be provided via Blackboard	
3/10-16	**Spring Break. No Class**		
3/19	Peer Education	Text CH 12	
3/21	Supporting Students in Recovery	Text CH 13	
3/26 & 3/28	Developing a Strategic Plan Setting Project Goals and Objectives	SAMHSA (2017) pp 19-21, 31-33, 39-47) CCHD (CH 8) CDC (n.d.)	
4/2	Implementation: Engaging Human Capital Connecting with Your Audience	Text CH 14 SAMHSA (2017) pp 23-25)	Prevention Project: Planning & Proposed Solutions due 4/6 at 11:59pm, EST.
4/4	Implementation: Cultural and Contextual Implications	Text: CH 16 CCHD (CH 19)	
	Evaluation Frameworks	CDC (2022)	

Class	Class Topic	Readings	Assignment Due Dates All written assignments are submitted to BB by 11:59 p.m.
4/9		CCHD(CH 36) SAMHSA(2017) pp 35-37)	
4/11	Evaluation: Intervention Fidelity	Text CH 15	
4/16	Generating Financial Resources for Intervention Projects	CCHD (CH 42)	
4/18	**Group Topic Facilitation: Group Three**	Make a case on the benefits of Opioid Overdoses Policies as a prevention strategy. Detail instructions will be provided via Blackboard	
4/23	**Group Topic Facilitation: Group Four**	Make a case that Provision of Injection Sites for those who use injectable drugs is a prevention strategy. Detail instructions will be provided via Blackboard.	
4/25	**Course Wrap Up**		Prevention Project: Evaluation Due 5/27 at 11:59pm, EST.

Course Bibliography:

Arizona Board of Regents. (2017). Youth substance abuse: Building resilience and reducing harm. Retrieved from SanfordInspireProgram website: https://modules.sanfordinspire.org/wp-content/uploads/2016/12/building_resilience__reducing_harm_resource.pdf

Association of State & Territorial Health Officials (ASTHO). (2017). *Public health approaches to preventing substance misuse and addictions*. Retrieved from: Association of State & Territorial Health Officials (ASTHO) website: https://astho.org/addictions/.

Center for Community Health and Development (CCHD). (2019). Chapter 3. Assessing Community Needs and Resources. Retrieved from https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

Center for Community Health and Development (CCHD).(2019). Chapter 8. Developing a Strategic Plan. Retrieved from: https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning

Center for Community Health and Development.(CCHD). (2019). Chapter 19. Choosing and Adapting Community interventions. Retrieved from https://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions

Center for Community Health and Development.(CCHD). (2019). Chapter 36. Introduction to Evaluation. Retrieved from https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation.

Center for Community Health and Development.(CCHD) (2019). Chapter 42. Getting Grants and Financial Resources. Retrieved from https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources

Centers for Disease Control & Prevention (CDC). (July 13, 2018). Excessive Drinking is Draining the U.S. Economy. Retrieved from: https://www.cdc.gov/features/costsofdrinking/index.html

Centers for Disease Control and Prevention. (2022, February 8). Framework for program evaluation. Retrieved from https://www.cdc.gov/evaluation/framework/index.htm

Centers for Disease Control and Prevention (CDC). (n.d.). *Developing program goals and objectives*. https://www.cdc.gov/std/Program/pupestd/Developing%20Program%20Goals%20and%20Objectives.pdf

Cidambi, I. (2017). Actual cost of drug abuse in U.S. tops $1 trillion annually: The real cost of the nation's drug epidemic is equal to 5% of U.S. GDP. *Psychology Today*. Retrieved from https://www.psychologytoday.com/us/blog/sure-recovery/201708/actual-cost-drug-abuse-in-us-tops-1-trillion-annually

Hawk, K. F., Vaca, F. E., & D'Onofrio, G. (2015). Reducing fatal opioid overdose: Prevention, treatment and harm reduction strategies. *The Yale Journal of Biology and Medicine*, *88*(3), 235–245. Retrieved from http://tinyurl.com/yhnv2mzs

Hayes, T., & Manos, R. (2018, January 30). The opioid epidemic: Costs, causes, and efforts to fight it [Web log post]. Retrieved from https://www.americanactionforum.org/research/opioidepidemic/

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National Institute on Drug Abuse (NIDA). (2016, March 9). Principles of Substance Abuse Prevention for Early Childhood. Retrieved from https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/early_childhood_prevention_march_2016.pdf

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National Institute on Drug Abuse (NIDA). (2019, November 21). Tobacco, Nicotine, and E-Cigarettes. Retrieved from https://www.drugabuse.gov/publications/research-reports/tobacco-nicotine-e-cigarettes/introduction

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Substance Abuse and Mental Health Services Administration (SAMHSA). (2018). *Completing a wellness needs assessment with existing data*. Retrieved from https://www.samhsa.gov/sites/default/files/programs_campaigns/wellness_initiative/wellnessneedsassessmentfinal508.pdf

Weber, L. (2016, September 23). The cost of meth addiction (infographic). Retrieved from https://addictionblog.org/infographics/the-cost-of-meth-addiction-infographic/

Syracuse University, Public Health Department, and course specific policies are posted to Black Board.