

Cultivating a Healthier Campus

Planting Seeds for Effective Prevention Frameworks

Elizabeth Branham, MPH, CHES

Higher Education Center

for Alcohol and Drug Misuse Prevention and Recovery

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The Higher Education Center provides tools, training, and resources to professionals across the country working to address substance misuse and risky gambling behaviors among college students.



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Road Map

- **Explain upstream prevention** and why it is important for reducing substance use related harms.
- Understand the **Strategic Prevention Framework (SPF)** and how it supports data-driven decisions.
- Leverage **prevention theory and frameworks** to plan effective prevention efforts on campus.







Preparing the Soil: Prevention Concepts

Guiding Concepts for Prevention

Prevention should be:

- **Balanced:** Addressing students throughout the collegiate life-span from pre-matriculation to graduation
- **Comprehensive:** Addressing the critical health behaviors of students as intersectional
- **Evidence-Informed:** Relying on evidence-based strategies
- **Evaluated:** Does this work? Does it work for our campus?
- **A Shared Responsibility:**
 - Responsibility for individual behavior is shared between the individual and the environment
 - All stakeholders within the environment need to share the responsibility for the condition of the environment

What Do We Mean by Prevention?

Goal 	Prevention	Early Intervention	Response & Treatment
	Stop problems from occurring by reducing risk factors and promoting protective factors	Intervene early in problem behavior	Crisis response Long term treatment or adjudication

Key: Change the underlying conditions (in a population) that lead to the problem

Addressing Problems Upstream



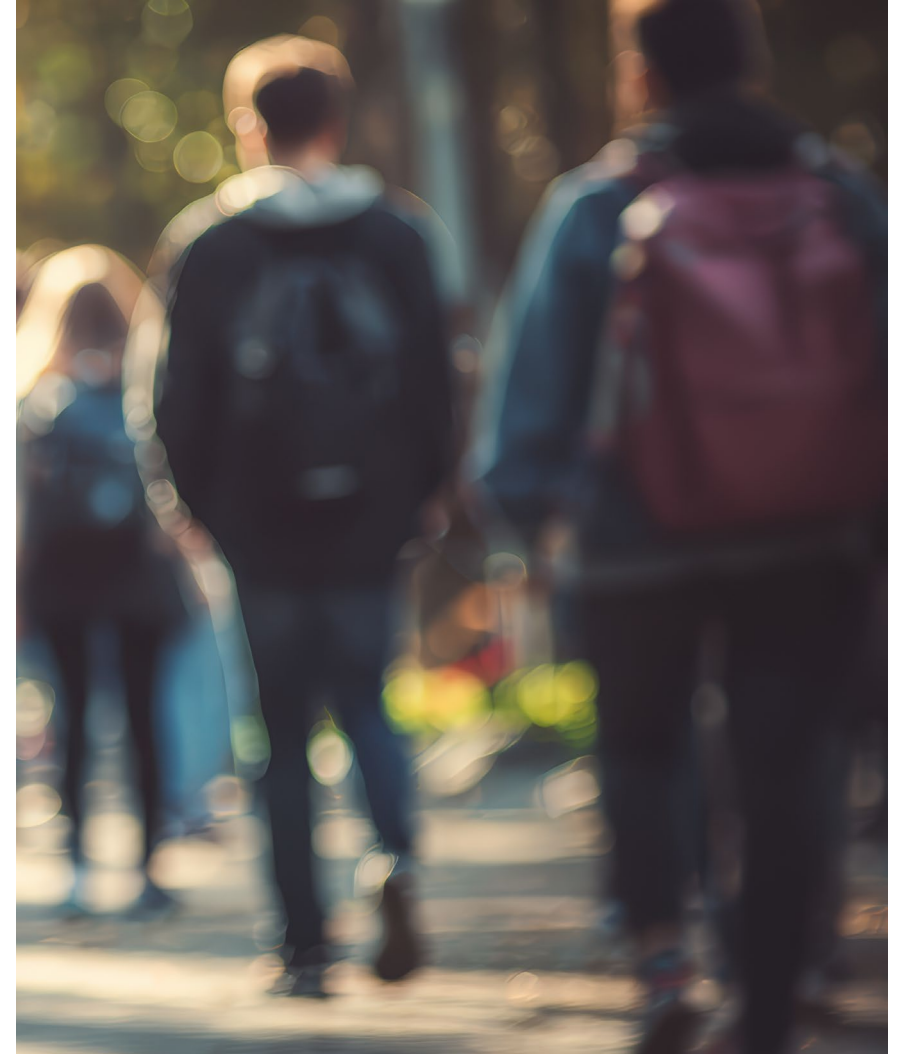


The Ecosystem: Grounding the Work in Theory

Risk & Protective Factors

Risk factors: Characteristics at the biological, psychological, family, community, or cultural level associated with a **higher likelihood** of negative outcomes.

Protective factors: Characteristics associated with a **lower likelihood** of negative outcomes or that reduce a risk factor's impact.



Risk and Protective Factors

- Risk and protective factors for students in higher education can be both individual and environmental
- Students in higher education may be arriving on campus with previous trauma, lack of family support, or knowledge about risky behaviors
- Our campus/community environment can be protective for students, but most campus environments do not include those strategies in planning
- It's important that interventions address risk and protective factors

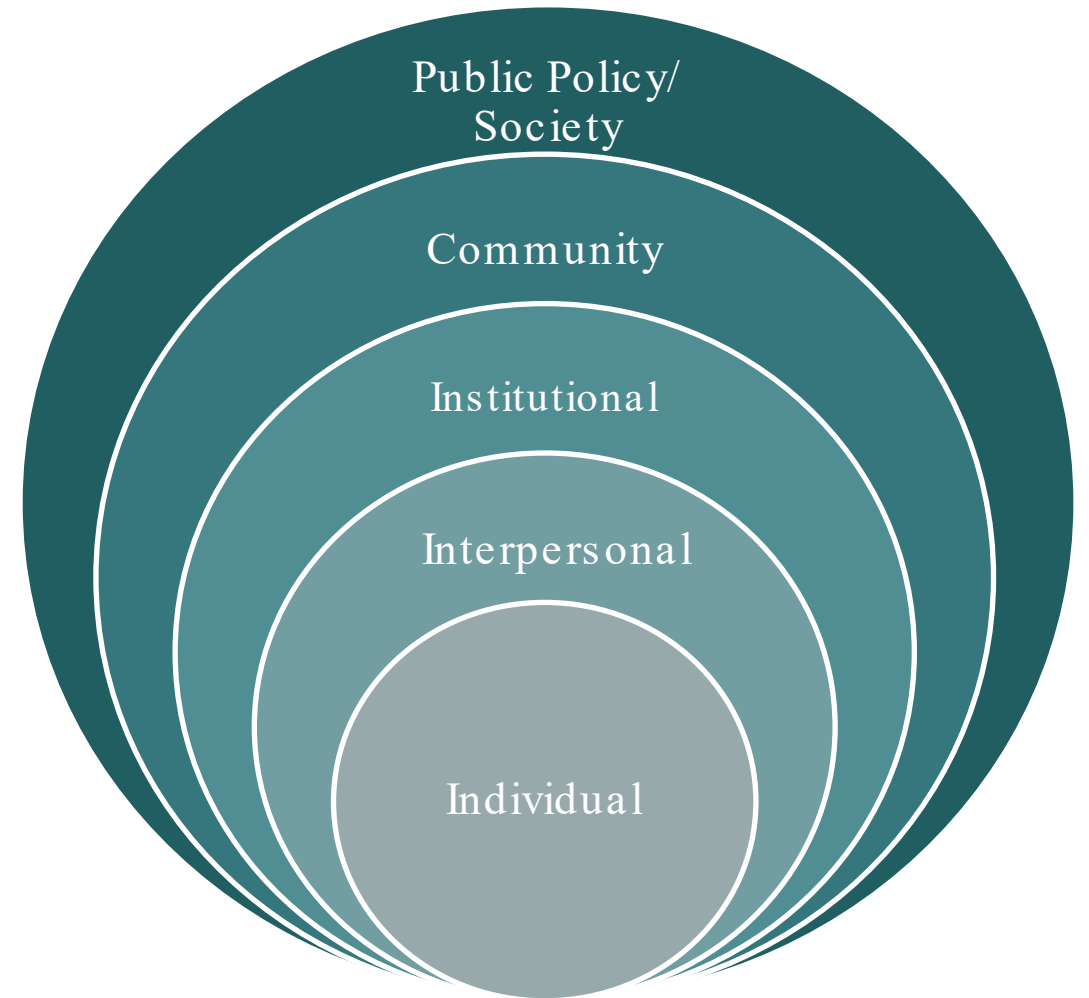
Theoretical Approaches

Individual Strategies

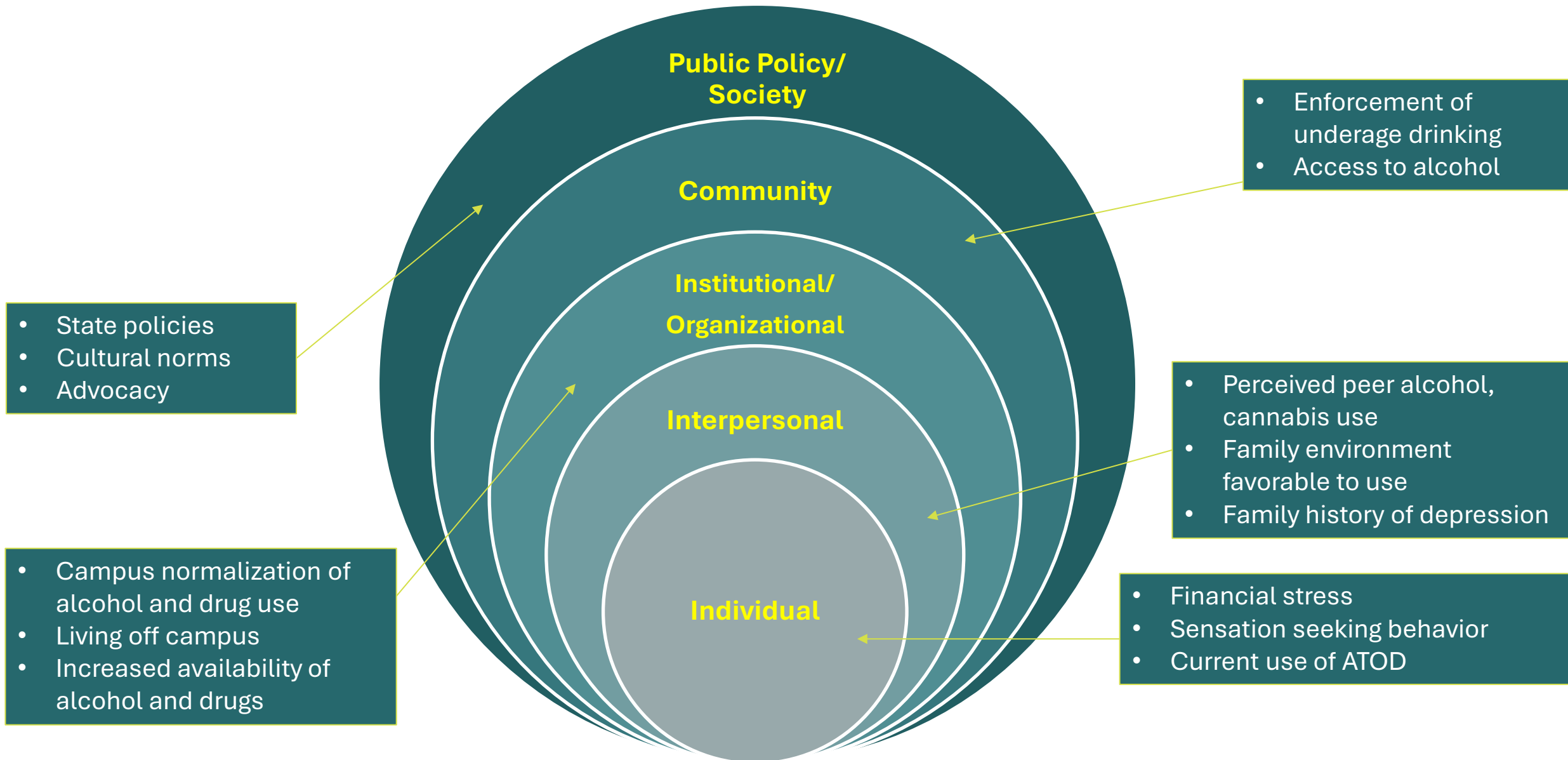
- Addresses the knowledge, attitudes, skills, and behavioral intentions that may influence decisions

Environmental Strategies

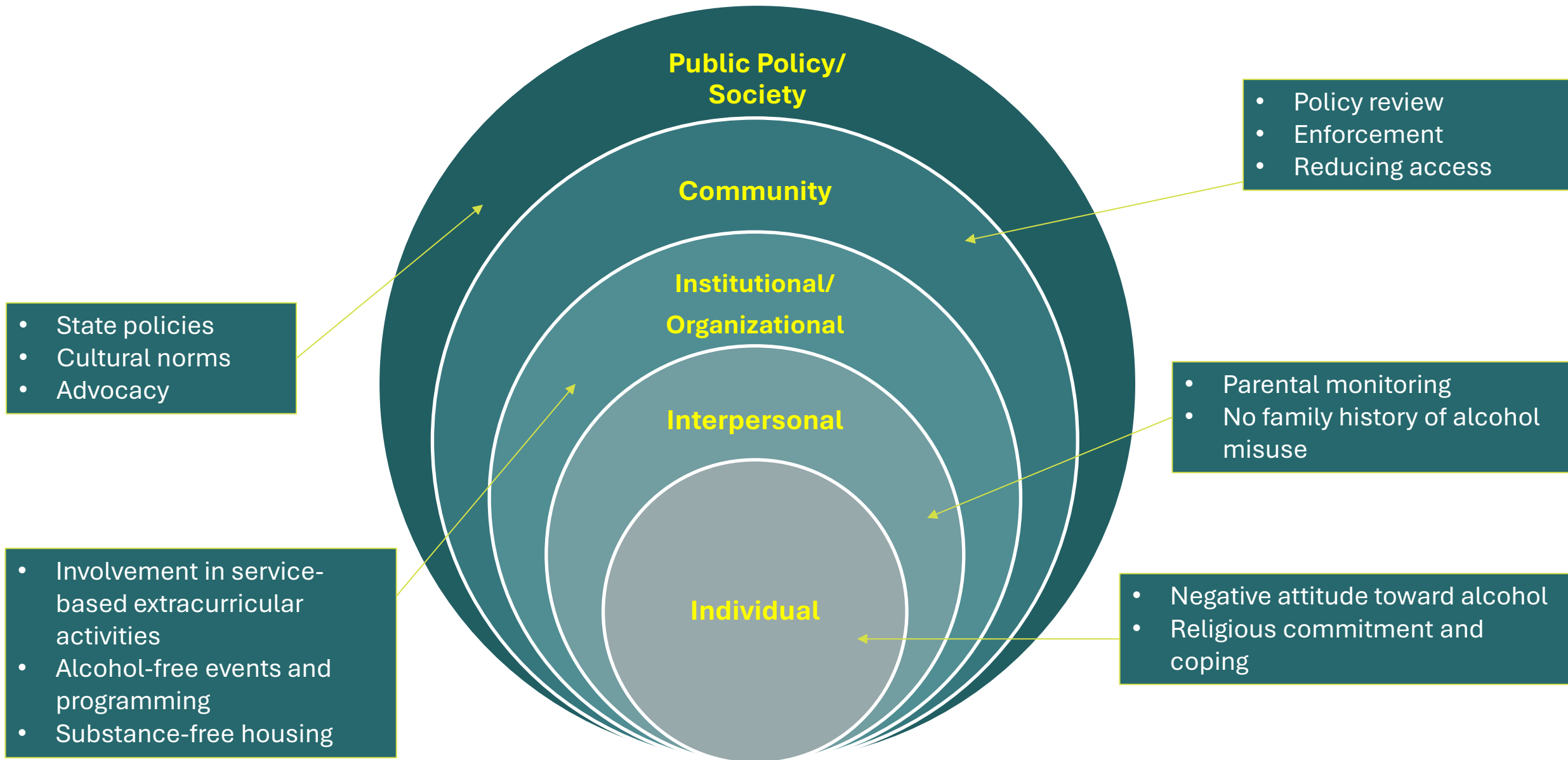
- Addresses things within the environment that may influence decisions, such as access, availability, norms, policy, and enforcement



Risk Factors Across the Socioecological Model

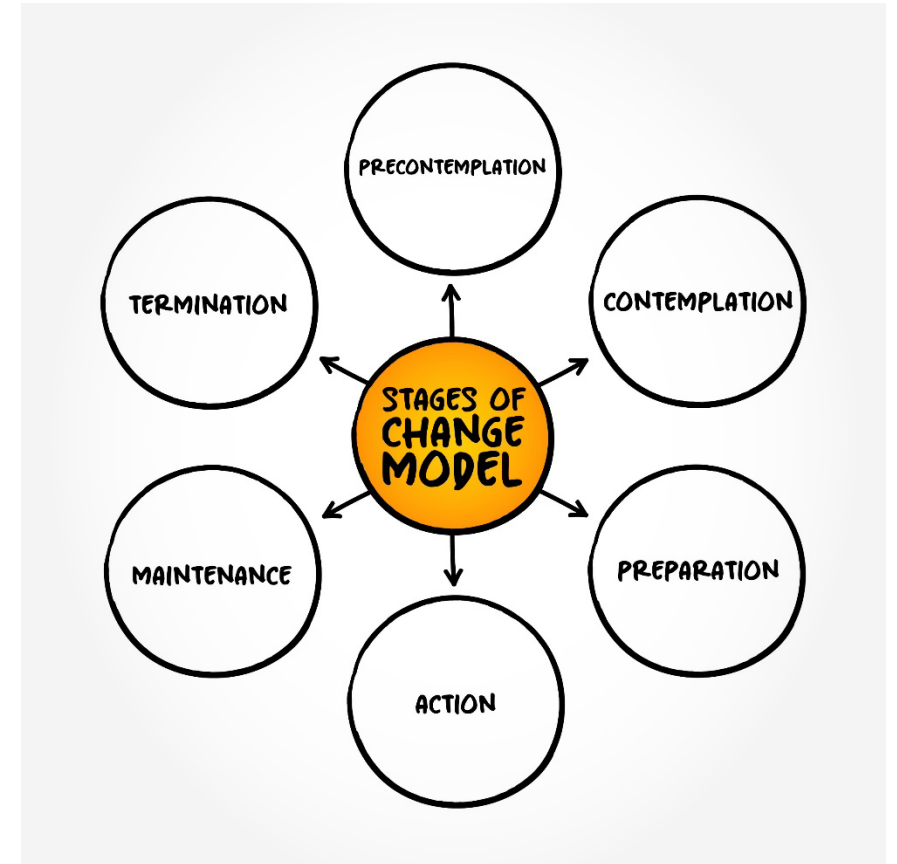


Protective Factors Across the Socioecological Model



Transtheoretical Model – Stages of Change

- **Pre-contemplation:** There is no intention of taking action.
- **Contemplation:** There are intentions to take action and a plan to do so in the near future.
- **Preparation:** There is intention to take action and some steps have been taken.
- **Action:** Behavior has been changed for a short period of time.
- **Maintenance:** Behavior has been changed and continues to be maintained for the long-term.
- **Termination:** There is no desire to return to prior negative behaviors.



A photograph of a person's hands planting a small green seedling into dark soil. The hands are positioned at the top of the frame, with fingers gently holding the plant. The seedling has several broad, rounded leaves. The background is a close-up of the soil and other small plants. The entire image is overlaid with a semi-transparent teal filter.

Planting Our Garden: The Strategic Prevention Framework

The Strategic Prevention Framework



SPF Step 1: Assessment



What to Assess?

- The nature and extent of substance use problems and related behaviors
- The risk and protective factors that influence these problems and behaviors
- The existing resources and readiness of the community to address its problems

Questions to Ask:

- *What are the problems and related behaviors?*
- *How often are they occurring?*
- *Where are they occurring?*
- *Which populations experience them most?*
- *What are the contributing factors?*

Assessment – Guiding Questions

- Who?

- Who has access to the data?
- Who has data?
 - FSL
 - Athletics
 - Health & Wellness/Health Promotion
 - State Coalition
 - Campus Recreation
 - Campus Safety/Police
 - Conduct/Residence Life
 - Admissions/Registrar

Assessment – Guiding Questions

- **What?**

- What data already exist?
- What are the components of the problem?
 - Different types of the problem?
 - Identified by whom?
- What are the harms caused by the problem?
- Risk & protective factors

Assessment – Guiding Questions

- **Why?**
 - Vital to understanding what is happening and why it might be happening as well

**“Having an
accurate
description of
the problem is
90% of the
solution”**

– Dr. Lori Hart

Data Sources

- National College Health Assessment
- Monitoring the Future
- Healthy Minds Study
- SAMHSA National Survey on Drug Use and Health
- NCAA Student-Athlete Substance Use Survey
- Collegiate Traffic Safety Measure
- Focus Groups
- Nebraska Assessment of College Health Behaviors

SPF Step 2: Capacity



Building local resources and readiness to address prevention needs



SPF Step 2: Capacity



Building local resources and readiness to address prevention needs

Resources

Money

People - Networks

Expertise

Infrastructure - Space

Programs



SPF Step 2: Capacity



Building local resources and readiness to address prevention needs

Resources

Money
People - Networks
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Programs

Readiness

Where in the Stages of Change?
Precontemplation
Contemplation
Preparation
Action
Maintenance



Coalitions

“Community coalitions are not themselves interventions but instead provide infrastructure to support planning and services to address a specific community concern. Those services and plans should be based on the most current research and local data.”

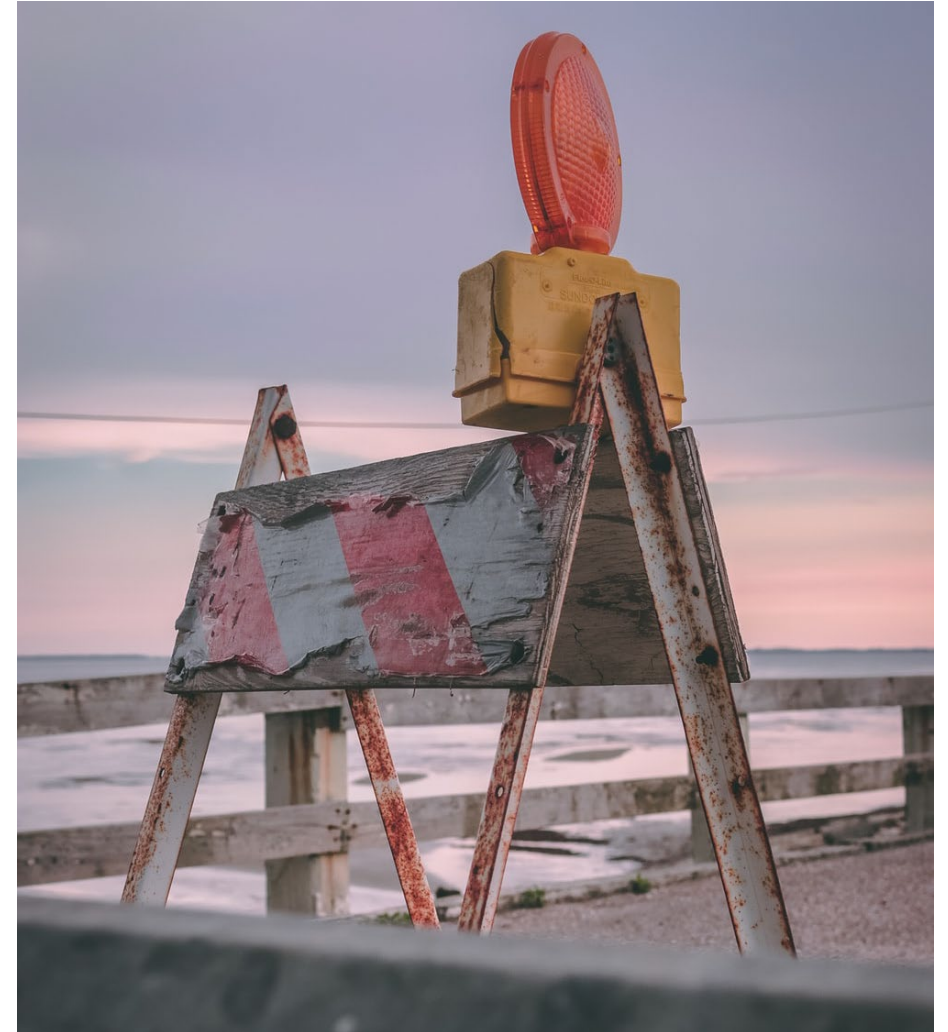
-Assessing Community Coalitions

Elements of Successful Coalitions

- Clear mission and strategic plan
- Broad, diverse coalition membership
- Strong, continuing leadership
- Diversified resources
- Train your coalition on the issue
- Evaluate efforts
- Meet regularly & with purpose
- Look for small wins
- Recognize the effort of members

Roadblocks to Successful Coalitions

- Lack of buy-in & readiness
- Lack of leadership, focus, or progress
- Discussion of problems centers around complaints rather than research and local data
- No regularity
- No recognition of work



Who Should Be At the Table?

- Chief student affairs officer
- Campus conduct
- Campus police
- Fraternity and sorority life
- Residential life
- AOD/ wellness office
- Athletics
- Community relations
- Student activities
- Faculty
- Student leaders
- Alumni office
- Admissions office
- Student health center
- Orientation
- Collegiate recovery program or community recovery services
- Parents association
- Community police
- Business owners, property managers
- City government
- Local prevention agency
- **Students**

Setting Up for Success

- Before the first meeting, take the time to have small meetings ahead of time with those who may be most interested or most skeptical
 - The value of “100 cups of coffee”
- Use strategic thinking to determine membership
 - What does each person value about their work, the community, their career?
 - What motivates them?



Capacity – Guiding Questions

- What?

- What resources do we have to address our identified problem?
- What resources do we need to address our identified problem?
- What level of readiness does the target population have to address this issue?
- What level of readiness do other key stakeholders have?

Capacity – Guiding Questions

- Who?
 - Who on campus or in the community can help us reach our goal?
 - Who have access to resources still needed?
 - Who can help us increase the readiness of our population/community to address this issue?

SPF Step 3: Planning

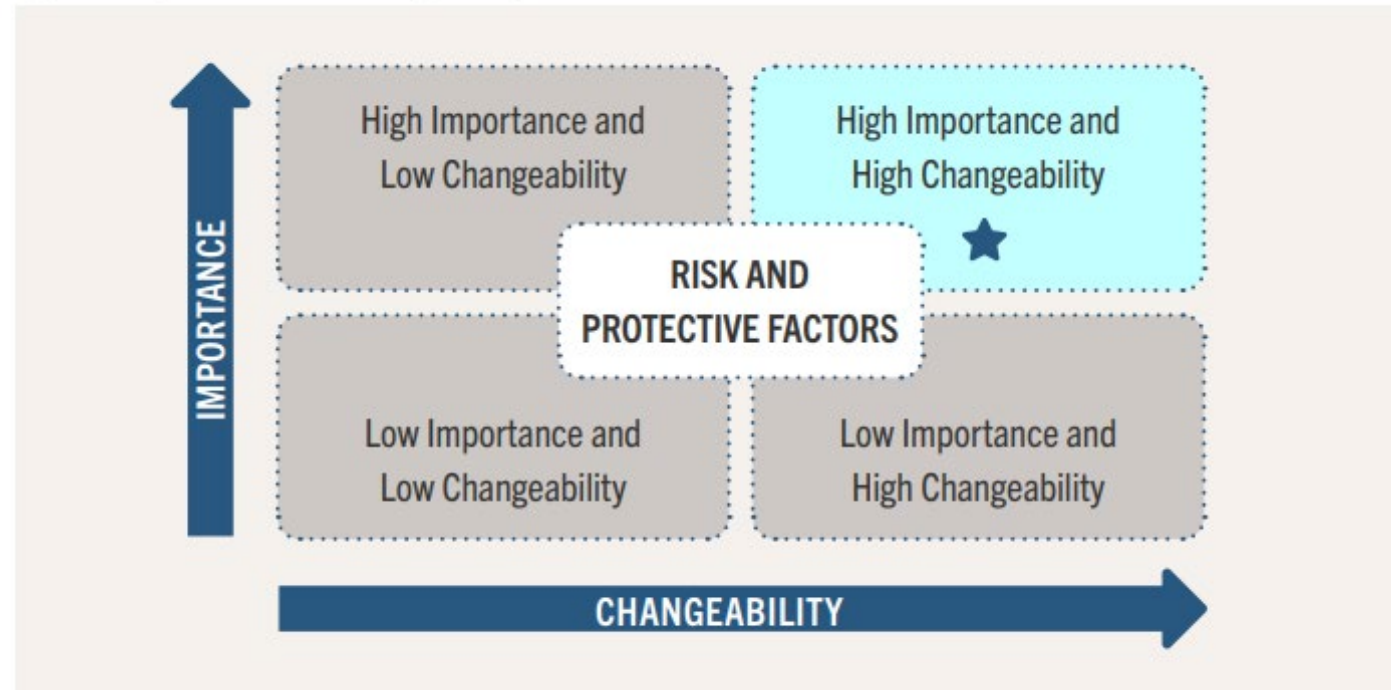


- Using information from assessment and capacity, prioritize issues to address **importance** and **changeability**
- Select evidence-based or evidence-informed prevention interventions from available resources
- Develop a comprehensive, data-driven prevention plan that stakeholders understand and can articulate to others

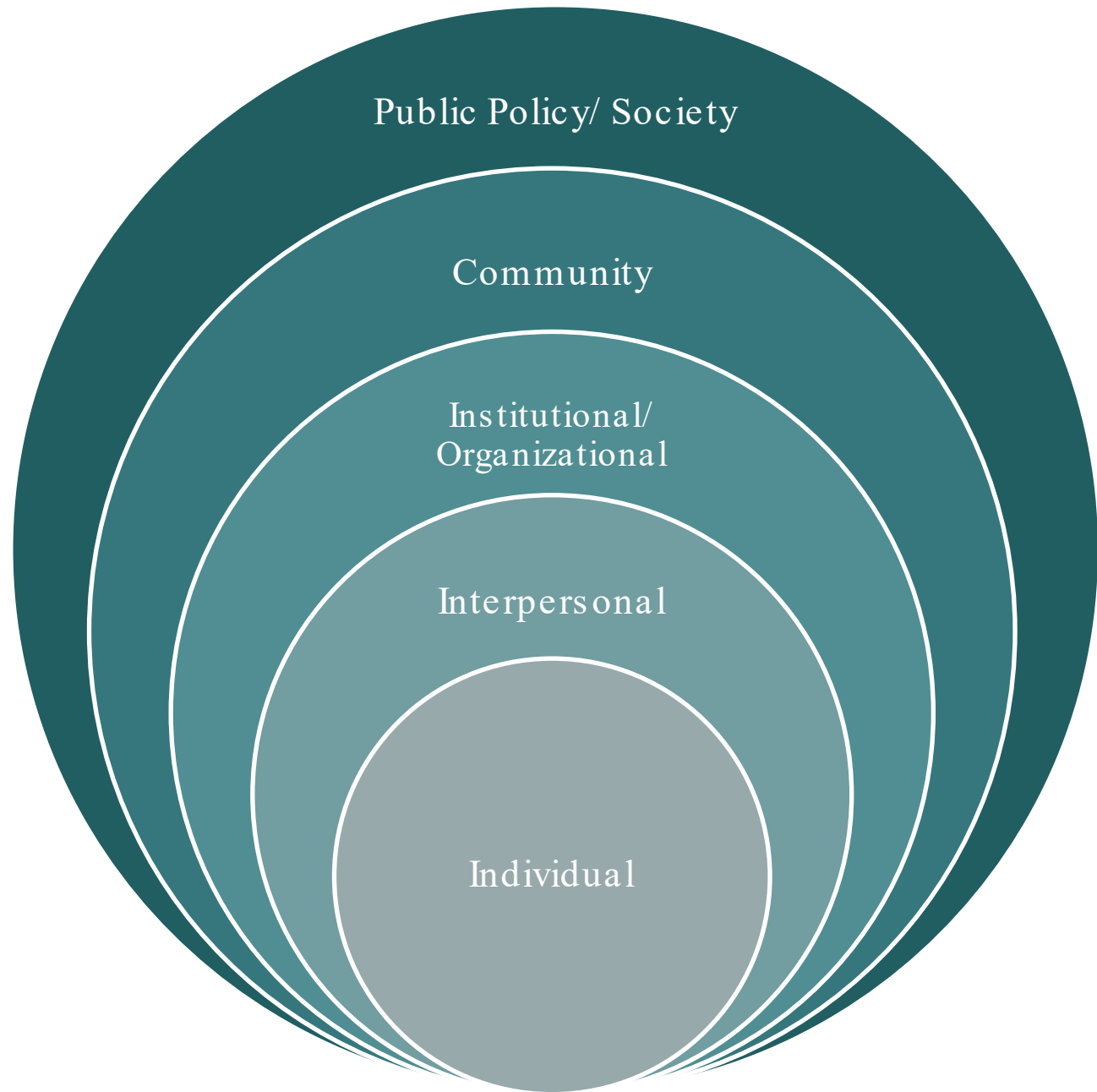
SPF Step 3: Planning



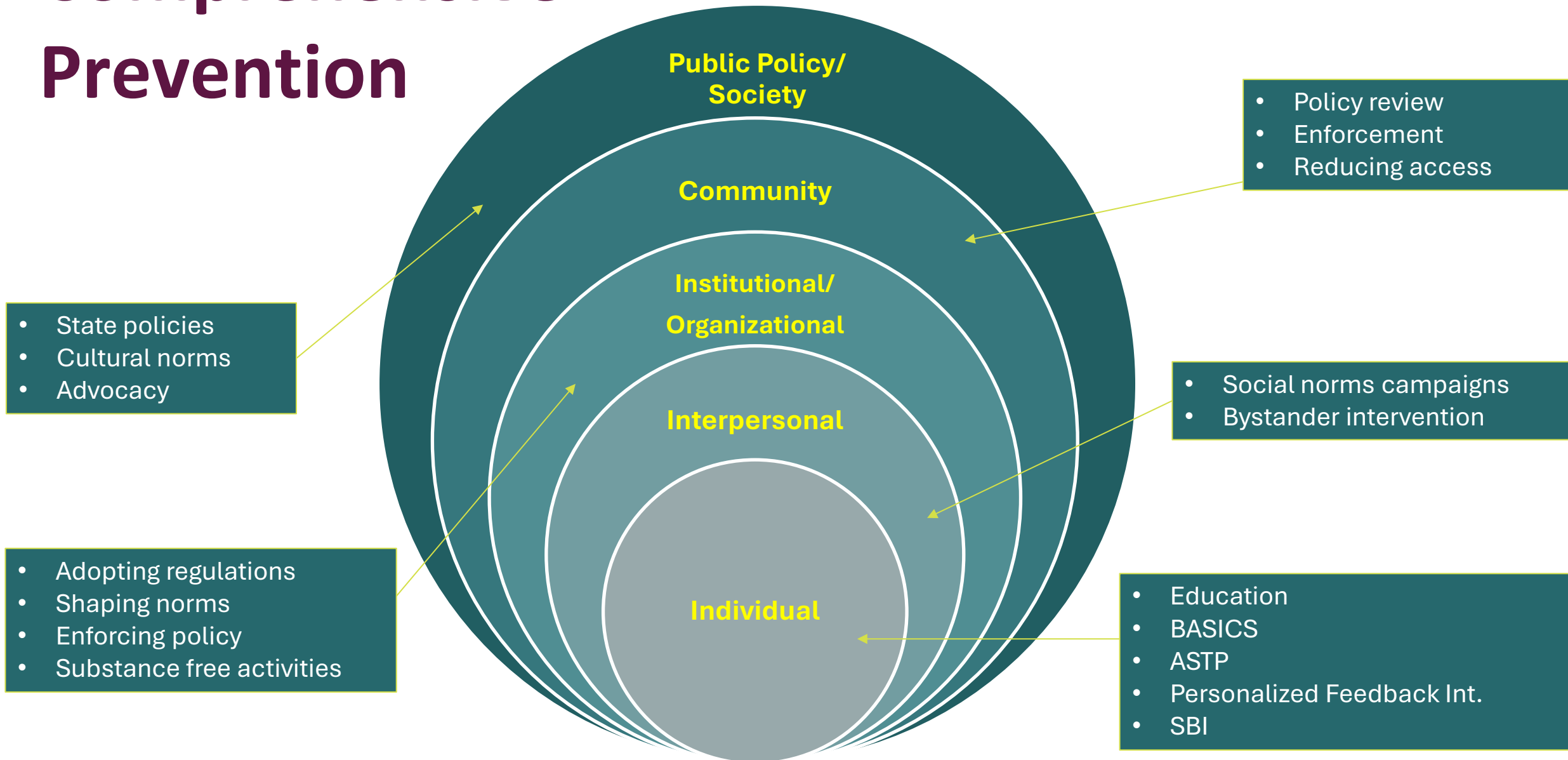
Figure 5. Importance versus changeability



Planning with the Socio Ecological Model



Comprehensive Prevention



Selecting an Intervention

- **Effectiveness** – Is the intervention effective?
- **Conceptual fit** – Will the intervention(s) impact the selected risk factor(s)?
- **Practical fit** – Is the intervention feasible for the community?

Effectiveness + Conceptual Fit + Practical Fit = **Best Fit**

Planning – Guiding Questions

- What?

- What does our data tell us about this issue?
- What risk and protective factors influence these behaviors?
- What strategies have been shown to be effective at addressing this issue?
- What strategies are realistic to accomplish given the identified issue and capacity?
- What are the steps needed to execute this strategy?

Planning – Guiding Questions

- When?

- When is a good time for this intervention to take place for maximum impact?

- Who?

- Who will be responsible for each component of the plan?

- How?

- How will you know that you improved the issue?

SPF Step 4: Implementation



- Mobilize support and build capacity
- Carry out interventions with fidelity
- Create process and outcome evaluations
- Monitor, evaluate, and adjust



SPF Step 5: Evaluation



- Examine the **process** and **outcomes** of interventions
- Question to ask: **Is my plan succeeding?**
- Success should be measured throughout implementation, not just at the end of implementation



A photograph of a garden scene, overlaid with a semi-transparent teal filter. In the foreground, a pair of worn, light-colored gardening gloves lies on the dark soil. To the right, a small metal trowel with a wooden handle is stuck into the ground. In the background, a wicker basket is filled with freshly harvested vegetables, including several orange carrots and red radishes. To the left, a young tomato plant with green leaves is supported by a wooden stake. The background is filled with more lush green foliage, suggesting a healthy garden.

Ensuring a Harvest: Sustainability & Cultural Competence

Cultural Competence

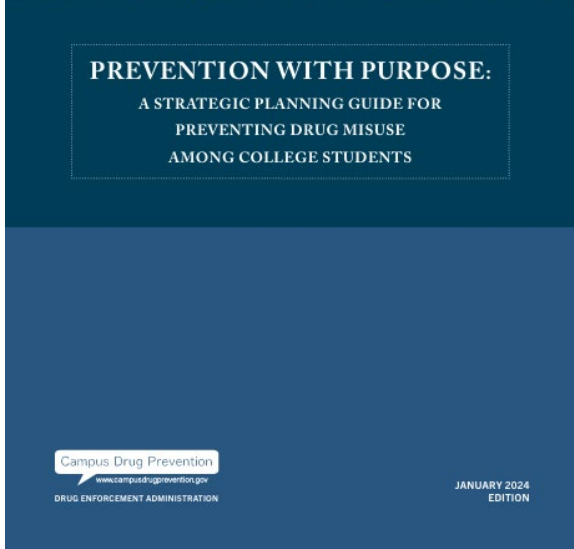
- **Assessment:** Data should be culturally responsive and appropriate
- **Capacity:** Build capacity with cultural competence
- **Planning:** Incorporate culture and diversity in strategic planning and evaluation while determining fit
- **Implementation:** Implement strategies using members of the community as a resource
- **Evaluation:** Evaluate with cultural competence



Sustainability

- Focuses on maintaining long-term impact of prevention efforts
- Begins early—sustainability is planned from the start
- Involves securing funding, leadership support, and partnerships
- Embeds prevention into community systems and culture
- Builds community ownership and ongoing capacity
- Supports adaptation as community needs evolve



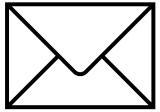


Questions?

Upcoming Events

- Biennial Review Learning Collaborative
 - July 29th from 11-4:30 p.m. ET
- Understanding Cryptocurrencies and Prediction Markets: A Primer for Campus Professionals
 - August 28th from 2 – 3:15 p.m. ET | Glenn Yamagata
- 2025 National Meeting
 - October 19-22 | Virtual!

Connect with Us!



hecaod@osu.edu



hecaod.osu.edu



www.linkedin.com/company/hecaod

Branham.141@osu.edu

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