

## Expanding the Prevention Framework: Resources and Readiness to Build Capacity



Joan Masters, Missouri Partners in Prevention

Brittany Carpenter, Missouri Partners in Prevention

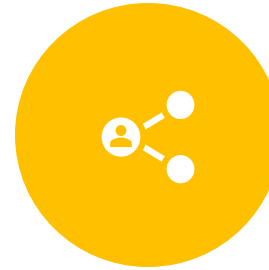
# Introductions and Warm-Up



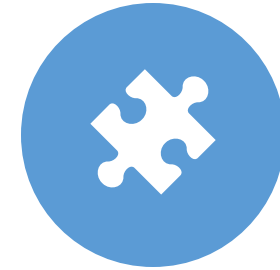
NAME



INSTITUTION



WHAT INTERESTED YOU  
MOST IN THIS SESSION?



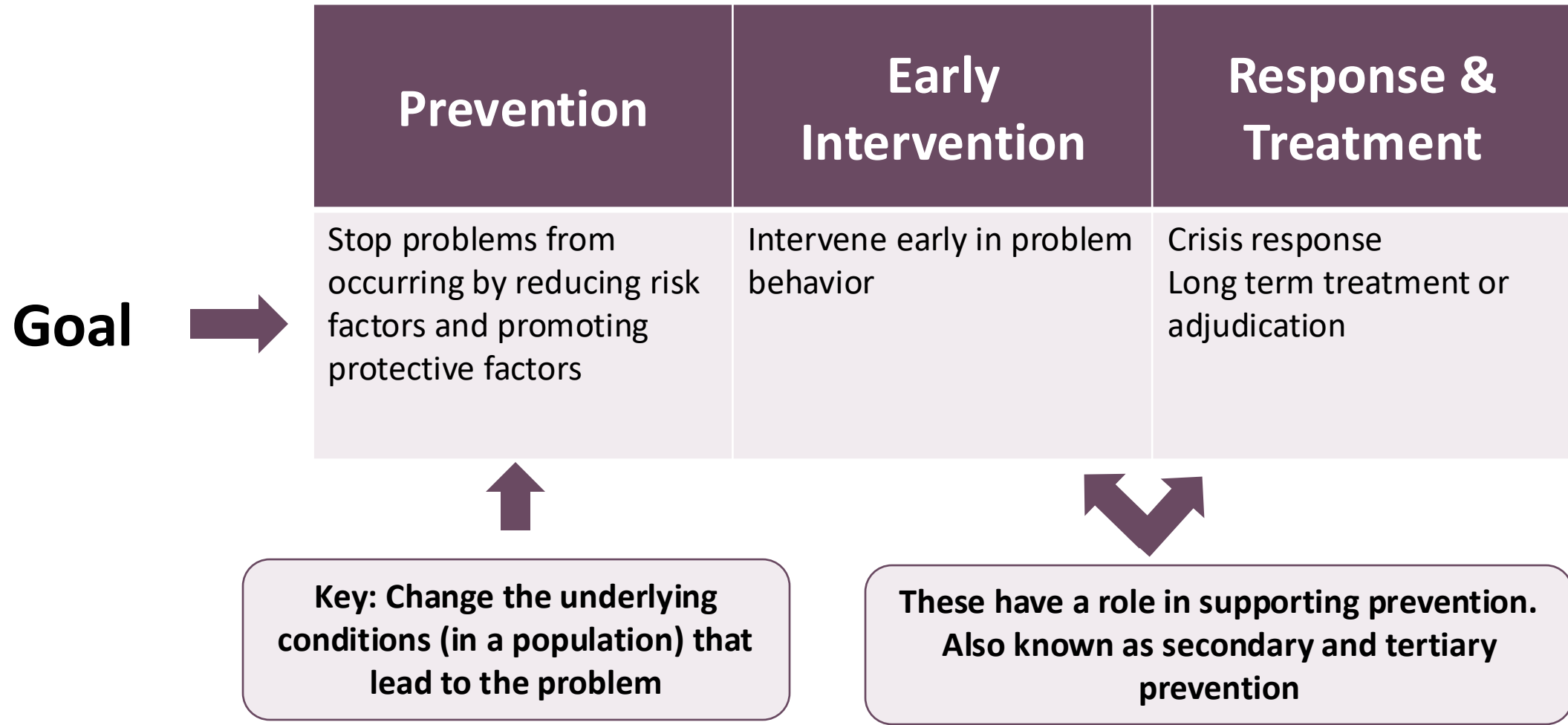
WHAT'S THE MOST  
RANDOM PIECE OF TRIVIA  
YOU KNOW AND WHY?

# Guiding Concepts for Prevention

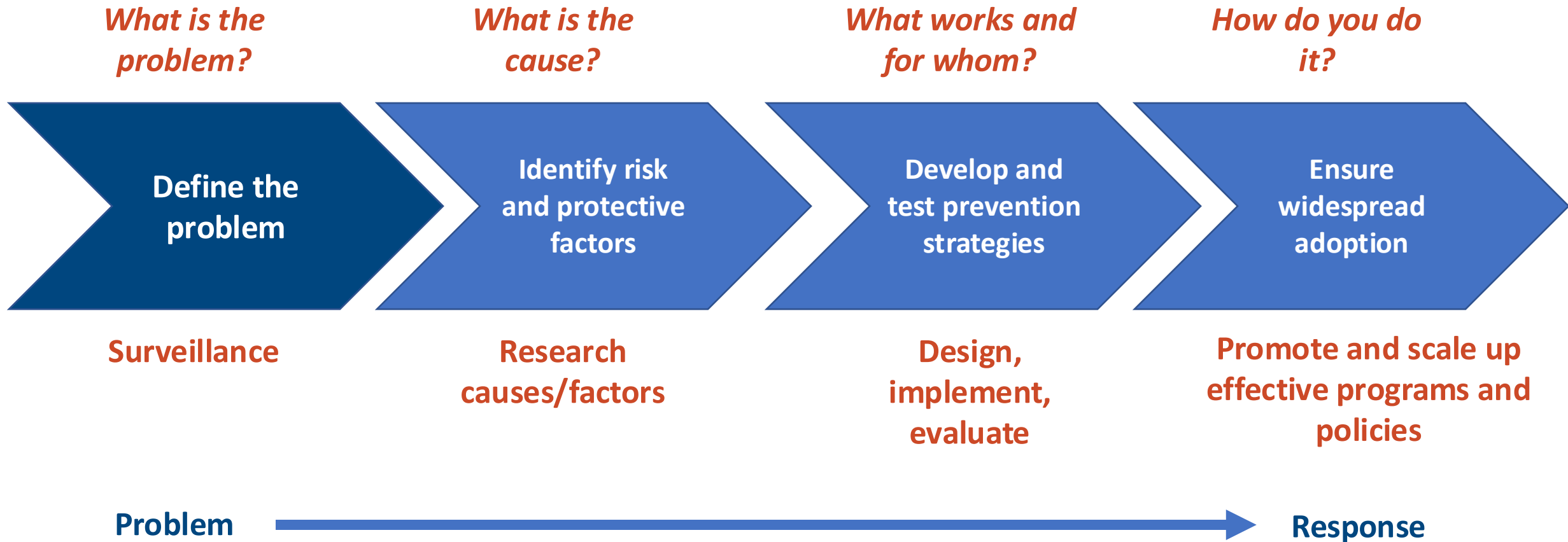
Prevention should be:

- **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?



# The Public Health Approach



# The Strategic Prevention Framework



# SPF Step 1: Assessment



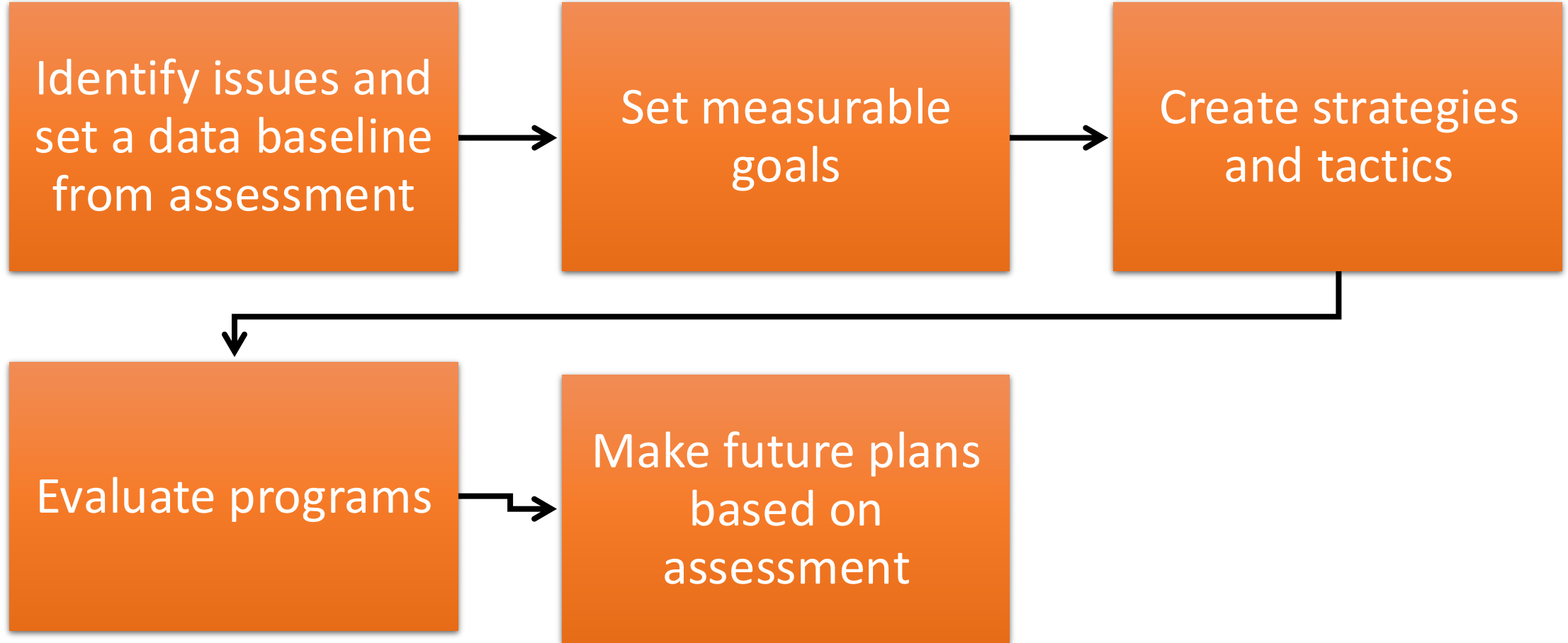
## What to Assess?

- 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?*

# Data-Driven Decision Making





# SPF Step 2: Capacity

- Building local resources and readiness to address prevention needs
- Capacity is resources and readiness
- We must increase resources and improve readiness to achieve success



# Community 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



# Six Elements of Successful Coalitions

- Clear mission and strategic plan
- Broad, diverse coalition membership
- Strong, continuing leadership
- Diversified funding sources
- Training
- Evaluation



# Other Habits of Successful Coalitions

- Meet regularly
- Discuss current events and issues, but stay focused on planning and implementation
- Encourage leadership among members
- Develop a strong record of successful work
- Promote the name of the coalition
- Members understand why they are members
- Members are recognized

# Campus/Community Coalition Membership

- Chief student affairs officer
- Campus conduct
- Campus police
- Fraternity and Sorority life
- Residential Life
- Alcohol/Other Drug (AOD) office
- Athletics
- Business Office Public Relations
- Student Activities
- Faculty
- Student leaders
- Alumni Office
- Admissions Office
- Student Health Center
- Parents Association
- Orientation
- Community police
- Student activities
- Collegiate Recovery program or community recovery services
- Business Owners, Property Managers
- City/county employees
- Local prevention agency
- ***Students?***

# Creating a Coalition of Key Players

- Campus social norms and expectancies (*Student affairs, conduct, police, residence life, fraternity and sorority life, AOD, business services, athletics, public relations, faculty, alumni association, activities*)
- Campus policies and procedures (*Police, conduct, AOD, student affairs, FSL, business services*)



# Creating a Coalition of Key Players, continued

- Availability of alcohol (*Police, residence life, bar owners, municipal employees*)
- Enforcement of regulations and laws (*Police, conduct, FSL, residence life, business services and student affairs*)
- Availability of alcohol-free social and recreational options (*Activities, local businesses, alumni, athletics, orientation, admissions*)



# Ways to Increase Readiness



Involve



Liberate



Reward



## Demographics Summary

### Age

- 59% of the sample is under 21

### Gender:

- 57% of the sample identified as a Woman; 39% Male; 4.0% Gender Queer

### Sexual Orientation:

- 74% identified as Heterosexual; 12% Bisexual; 5.0% Queer

### Race/Ethnicity:

- 78% identified as White; 28% as a Student of Color

Student of Color refers to anyone who identified as Indigenous, Asian/Asian-American, Native Hawaiian/Pacific Islander, Black/African-American/Native African, Arab/Non-Arab North African/Middle-Eastern, Bi-racial/Multi-racial, Native Caribbean/Afro-Caribbean Islander, Hispanic/Latino

# Missouri Assessment of College Health Behaviors: MACHB 2024

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Name	Owner	Last mo...	File size	
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Interpersonal Violence/Power-Based Personal Violence Programs t...	me	Feb 20, 2024	—	⋮
Mental Health and Self-Care Programs to Go	me	Feb 20, 2024	—	⋮
Prescription Drug Misuse and Opioid Overdose Programs to Go	me	Feb 20, 2024	—	⋮
Recovery Programs to Go	me	Feb 20, 2024	—	⋮
Suicide Prevention Programs to Go	me	Feb 20, 2024	—	⋮
Tobacco Programs to Go	me	Feb 20, 2024	—	⋮

# Programs To Go

# Policy Assessment Tools

College/University Name:

Date:

## Rationale and Definitions

<input type="checkbox"/> Yes <input type="checkbox"/> No Explanation or rationale for tobacco-free college policy.	<input type="checkbox"/> Yes <input type="checkbox"/> No Applies at all times.	<input type="checkbox"/> Yes <input type="checkbox"/> No Applies for all persons, including students, faculty, staff, contractors/vendors, and visitors.
<input type="checkbox"/> Yes <input type="checkbox"/> No Comprehensive definition of all tobacco products.	<input type="checkbox"/> Yes <input type="checkbox"/> No Applies in all places, owned, or leased, including indoor or enclosed areas, outdoor campus property, vehicles while on campus, and at college-sponsored events.	Notes:

## Tobacco-Free Environment

<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits tobacco use for all persons.	<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits smoking for all persons.	<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits the use of all electronic cigarettes for all persons.
<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits tobacco advertising, promotion, and marketing on college-owned or leased property, college-sponsored events, or college-produced publications.	<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits all college entities from accepting sponsorship, donations, gifts, and funding, which includes funding of research through grants and contracts, from tobacco companies or any agencies or foundations in which the tobacco industry has influence.	<input type="checkbox"/> Yes <input type="checkbox"/> No Excludes use of products that have been approved by the U.S. FDA for sale as tobacco cessation products, tobacco dependence products, or other medical purposes.
<input type="checkbox"/> Yes <input type="checkbox"/> No Excludes the use of traditional, sacred tobacco as part of an Indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No Prohibits tobacco and related companies from participating in career fairs and recruitment activities.	Notes:

## Cessation and Treatment Services

<b>Students</b>	<b>Employees</b>	Notes:
<input type="checkbox"/> Yes <input type="checkbox"/> No Offers and/or promotes cessation access.	<input type="checkbox"/> Yes <input type="checkbox"/> No Offers and/or promotes cessation access.	

## Campus environment surrounding Narcan/Naloxone

- Yes  No Requires Narcan for public safety/police department on campus
- Yes  No Provides access to Narcan/Naloxone for all students on campus
- Yes  No Provides access to Narcan/Naloxone for all staff/faculty on campus
- Yes  No Provides access to Narcan/Naloxone in AED, first aid kits, or other places to access 24/7
- Yes  No Offers training for any persons on campus for Narcan/Naloxone use
- Yes  No Offers training/information for any person on campus for fentanyl test strip use
- Yes  No Trains Residential Advisors on signs & symptoms of opioid overdose
- Yes  No Provides Deterra bags for those prescribed opioids from the student health center
- Yes  No Provides locking caps for those prescribed opioids from student health center
- Yes  No Collects data annually about student's opioid use or misuse
- Yes  No Provides annual fentanyl education and intervention training for Greek Life groups
- Yes  No Offer access to fentanyl test strips for students
- Yes  No Encourages students and staff to acquire training for prescription use/misuse at MoSafeRx ([mopiptraining.org/msrx/](http://mopiptraining.org/msrx/))
- Yes  No Encourages students and staff to acquire training for being a recovery ally at Recovery Ally Training ([mopiptraining.org/macro.html](http://mopiptraining.org/macro.html))

# Questions and Wrap-Up



## **Joan Masters**

Project Director

573-884-7551

[mastersj@missouri.edu](mailto:mastersj@missouri.edu)

## **Brittany Carpenter**

Young Adult Tobacco Use  
Coordinator

573-882-3678

[bcndf@missouri.edu](mailto:bcndf@missouri.edu)