Enhancing Competencies with Prevention Professionals: Implementing the Guide to the Eight Professional Competencies for Higher Education

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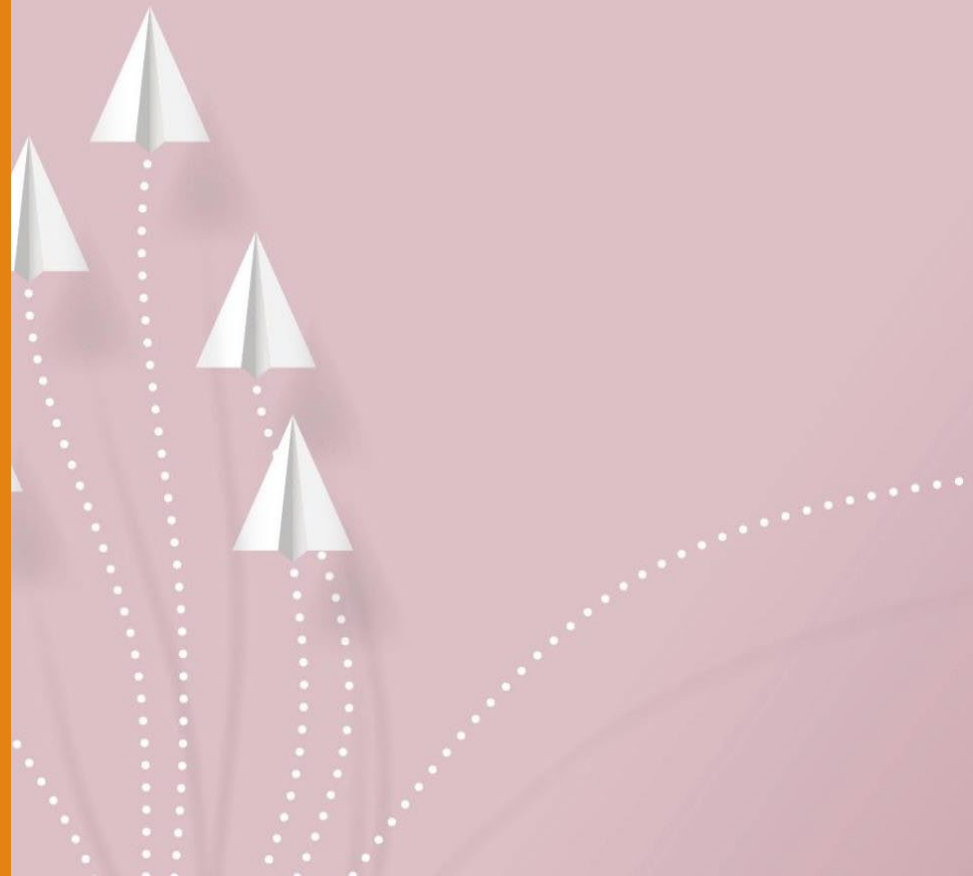
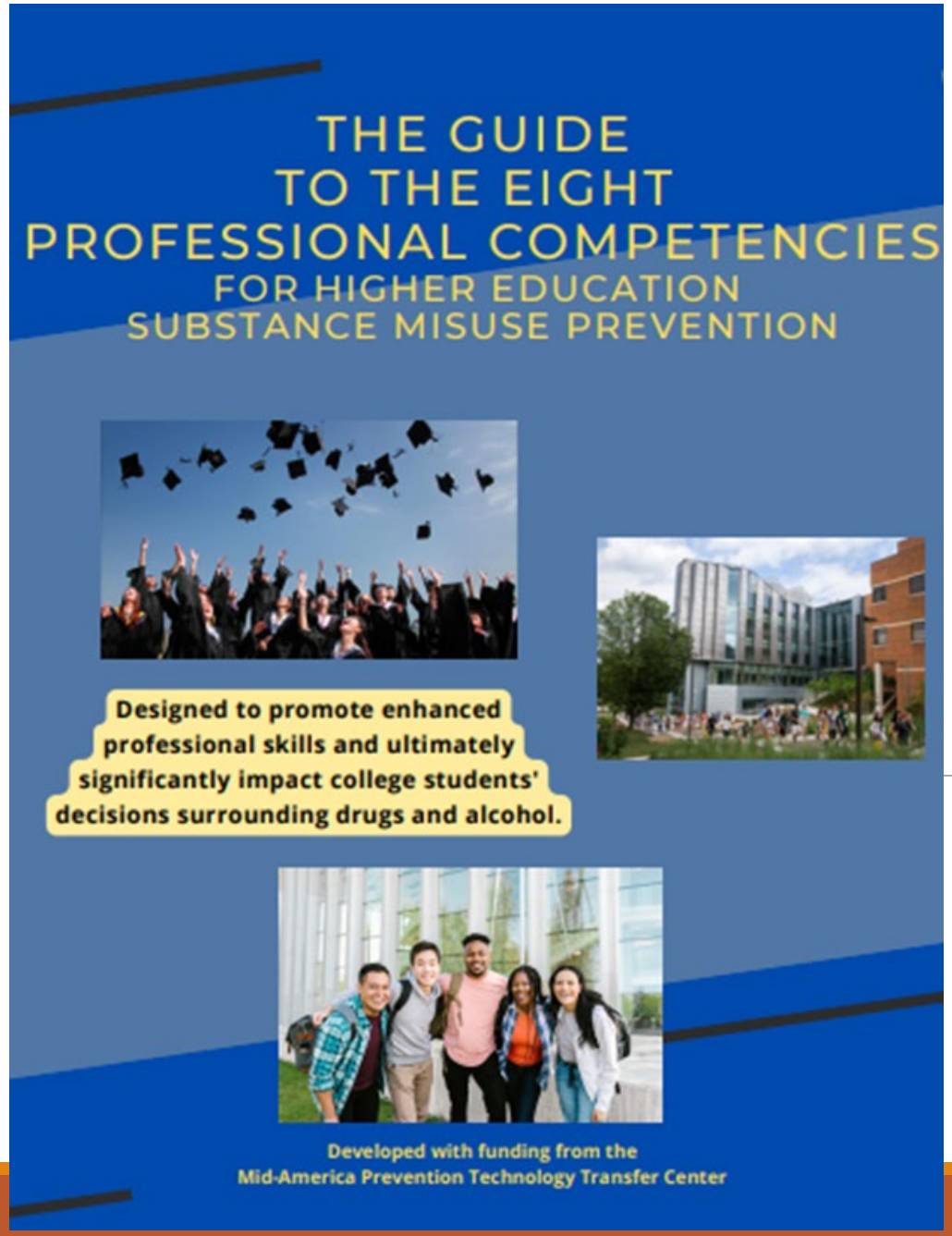


Objectives

To understand the historical and current context of campus prevention professional preparation, including multiple roles and opportunities for enhancement.

To learn about the eight core competency areas essential for professional development among those committed to implementing a comprehensive prevention strategy.

To identify specific opportunities for prevention professionals, campus leaders, state and national leaders, higher education academic programs, and other advocates to organize and support enhanced skills.



Designed to promote enhanced professional skills and ultimately significantly impact college students' decisions surrounding drugs and alcohol.

Mid-America (HHS Region 7)
PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

www.preventioncompetencies.org

https://pttcnetwork.org/centers/mid-america-pttc/product/prevention-professional-competencies-initiative

Overview of Today's Session

- Overview and Participant Assessment
- Rationale for Professional Competencies Resource
- Background and Development
- Organization and Content
- Audiences and Utilization
- Applications
- Wrap-up

Presentation Outcomes/ Things to Consider

As you consider the breadth and depth of this resource, what are overall reactions about this Professional Competencies Guide?

How might the seven key audiences, as well as others, use this resource?

In what ways might you use this resource?

How can you engage others on your campus to use this resource?

What challenges do you foresee with using this resource, and how might those be overcome?

Why Professional Competencies?

Substance misuse issues on campus continue

Campus environments and quality of life negatively affected

Academic success is hampered by substance misuse

Campus prevention specialists are dedicated, yet have multiple responsibilities

Greater understanding of broadened and deepened skills is needed

Professional preparation for prevention specialists is limited

Attention to maximizing impacts with greater efficiencies is warranted

Background and Development

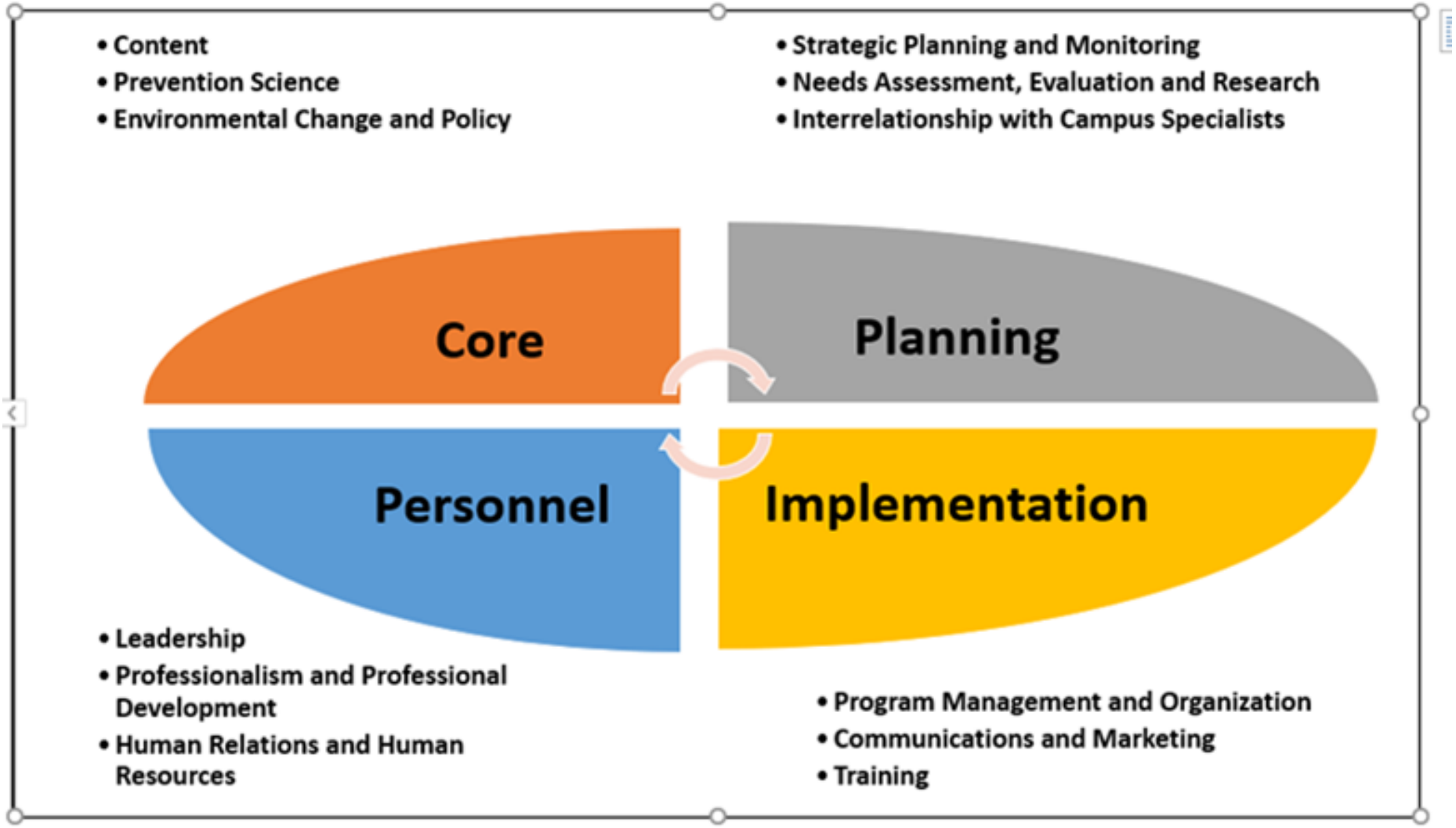
The competencies project was initiated by the Mid-America Prevention Technology Transfer Center (PTTC)- Mid America

- The aim was to have in one place the wide range of skills (competencies) needed to address drug/alcohol issues on campus
- Nine month Phase One Project resulted in development of 12 core areas with a total of 864 competencies
- Grounded competencies with numerous national resources
- Organized competencies by Foundational, Intermediate and Advanced

The training project was initiated by the Mid-American Prevention Technology Transfer Center (PTTC)- Great Lakes

Primary Resources Consulted, Phase 1

- Council for the Advancement of Standards in Higher Education – Tenth Edition (2019)
- CAS Standards – Alcohol and Other Drug Programs (2019)
- Professional Competency Areas for Student Affairs Educators – ACPA and NASPA (2015)
- Prevention Core Competencies – SAMHSA (2021)
- Addressing College Drinking and Drug Use – American Council of Trustees and Alumni (2019)
- Prevention With Purpose: A Strategic Planning Guide for Prevention Drug Misuse Among College Students (2020)
- Substance Misuse Prevention for Young Adults – SAMHSA (2019)
- Communicating the Value of Competencies – American Council on Education (2016)
- Making Data Talk: A Workbook– National Cancer Institute (2011)
- National Commission for Health Education Credentialing – Health Education Specialist Practice Analysis 11 (2020)
- International Certification and Reciprocity Consortium Certified Prevention Specialist
- Focus on Prevention: Strategies and Programs to Prevent Substance Use – SAMHSA (2017)
- Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs and Health (2016)
- Leading Campus Drug and Alcohol Abuse Prevention – NASPA (2021)
- Leadership for Drug and Alcohol Abuse Prevention: Insights from Long-Term Advocates – Routledge (2019)
- Virginia College Alcohol Abuse Prevention Standards (2003)


• Content
• Prevention Science
• Environmental Change and Policy
• Strategic Planning and Monitoring
• Needs Assessment, Evaluation and Research
• Interrelationship with Campus Specialists
Core
Planning
Personnel
Implementation
• Leadership
• Professionalism and Professional Development
• Human Relations and Human Resources
• Program Management and Organization
• Communications and Marketing
• Training

DRUG/ALCOHOL ABUSE EDUCATOR / COORDINATOR COMPETENCY AREAS

CONTENT	STRATEGIC PLANNING AND MONITORING	PROGRAM MANAGEMENT AND ORGANIZATION	NEEDS ASSESSMENT, EVALUATION AND RESEARCH	PREVENTION SCIENCE	COMMUNICATIONS AND MARKETING
C	SPM	PMO	NAER	PS	CM
Drug Effects	Vision Setting	Staffing	Needs Assessment	Evidence Foundations	Communication Foundations
Substance Use Disorder	Campus Environment	Task Force	Local Focus	Comprehensive Approach	Campaign
Recovery	Strategic Planning	Collaborative Leadership	Underlying Causes	Public Health	Messaging
Intersectionality	Conceptual Design	Stakeholders	Research Foundations	Intersectionality	Promotion
Patterns of Use	Systems Approach	Faculty	Program Evaluation	Social Norming	Technology
Campus Efforts	Community Context	Campus Engagement	National Linkage	Future Orientation	Campus Advocacy
Comprehensive Approaches	Innovation	Coalition-Building	Data Elements	Audience Relevance	Professional Advocacy
Student Development	Program Monitoring	Local Community	Mixed Methods	Peer Approaches	Public Relations
Student Affairs and Higher Education	Institutionalization	Integrated Program	Quality Systems	Campus Mission	Public Speaking
Cultural Awareness	Challenges	Resources	Dissemination	Curriculum Infusion	Language Importance
Societal Complexity		Technology	Accountability	Ethics	Outreach
		Shared Responsibilities			Audiences
					Engage Experts
					Strategic Implementation
					Drug Information

TRAINING	ENVIRONMENTAL CHANGE AND POLICY	HUMAN RELATIONS AND HUMAN RESOURCES	INTERRELATIONSHIP WITH CAMPUS SPECIALISTS	LEADERSHIP	PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT
T	ECP	HR	ICS	L	PPD
Overall Training	Environmental Strategies	Roles and Responsibilities	Campus Collaboration	Needs-Based Approaches	Continuous Improvement
Planning	Policy Context	Interpersonal Engagement	Clinical Factors	Campus Focus	Ethical Considerations
Frameworks	Policy Contents	Personnel Roles	Police and Enforcement	Community Focus	High Standards
Professional Staff	Developing Policy	Staff Supervision	Medical and Health	Professional Focus	Varied Professional Standards
Student Leader Training	Enforcement	Peer Leaders	Conduct and Judicial	Environmental Change	Self-Care
Faculty Training	Monitoring Impact	Staff Development	Housing and Residence Life	Future oriented	Current
Staff Training	Systems Approach	Campus Outreach	Athletics	Multidimensional Focus	Thought Leader Engagement
Student Group Training	Legal Context	Campus Administration	Academics	Ethics	Positive Attitude
Workshops	Consistency	Diversity and Inclusion	Relevant Offices	Cultural Appropriateness	Mentoring
Varied Approaches	Amnesty Policies	Student Engagement	Screening Resources	Systematic Reviews	Science Focus
Train the Trainer	Engagement Advocacy	Persuasive Communication			Collaboration
Training Topics	Communication	Professional Development			
Follow-on Efforts					

September 1, 2021

Phase One

DRUG/ALC

1	Drug Effects *CM*
2	Substance Use Disorder *ICS*
3	Recovery *ICS*

2. STRATEGIC PLANNING AND MONITORING (SPM)

1	Vision Setting *PS*	1.1 Recognize the strategic plan 1.2 Include proce inclusivity and (Intermediate 1.3 Orchestrate v (Intermediate 1.4 Develop a vis (Intermediate 1.5 Discern speci interpersonal alcohol-specif prevention (I 1.6 Incorporate vi management 1.7 Maintain the f mental health factors that er
2	Campus Environment *ECP*	2.1 Align the over healthy, safe, 2.2 Incorporate a orientation of 2.3 Integrate mor effort (from pl 2.4 Incorporate pl (Intermediate 2.5 Understand fa can serve as
3	Strategic Planning *T*	3.1 Commit to a (Foundation 3.2 Understand Strategic Pla 3.3 Implement a inclusive ma

12	Professional Development *PPO*	12.1 Commit to ongoing learning and growth opportunities, for self and others (Foundational) 12.2 Maintain a focus on continuous improvement for staff development and student enrichment (Advanced) 12.3 Promote staff and student awareness of new science, new approaches, latest evidence (Intermediate)

10. INTERRELATIONSHIP WITH CAMPUS SPECIALISTS (ICS)

1.	Campus Collaboration *C PPD PMO*	1.1 Coordinate prevention professionals' efforts with those of other campus professionals in ways that promote a coherent, consistent approach with prevention efforts (Intermediate) 1.2 Appreciate the important role of the range of specialty offices and personnel as integral to successful comprehensive campus strategies (Foundational) 1.3 Understand how distinct specialty areas (e.g., counseling, medical services, police) have their own expertise, professional standards, and codes of ethics (Advanced) 1.4 Clarify roles and boundaries with varied specialty offices and departments, all within the context of an overall systems approach for prevention (Intermediate) 1.5 Identify strategies and approaches currently being used by campus professionals and departments as they address drug/alcohol issues (Foundational) 1.6 Identify opportunities for professional units and personnel to engage with campus prevention issues in a positive manner, and minimize detracting or disempowering efforts (Advanced) 1.7 Promote diversification of campus efforts through decentralized strategies that engage multiple departments and personnel (Intermediate) 1.8 Engage stakeholders from traditional settings (e.g., counseling, health, residence halls, conduct/judicial, athletics and student activities) and less obvious settings (e.g., faculty, admissions, advancement, public relations) with campus prevention efforts (Intermediate) 1.9 Consult with campus leaders and department personnel to identify concerns and issues, areas of support needed, and opportunities related to prevention efforts (Advanced) 1.10 Offer support and expertise to campus offices and departments to help them address concerns and promote the desired campus culture (Foundational) 1.11 Maintain a forward-thinking, action-focused role with various campus entities and leadership (Intermediate) 1.12 Foster a sense of shared responsibility and ownership for prevention efforts within the context of promoting quality student academic, social and cultural performance and success (Intermediate) 1.13 Facilitate collaborative problem-solving and solution-finding approaches (vs. silo-based approaches) (Foundational)

Next Steps: Phase 2

With the professional competencies initiative, a follow-on Phase Two Project was initiated

- A national advisory group
- Refinement of core areas
- Development of a framework (Knowledge, Skills, Applications)
- Specification of competencies (266)
- Identification of resources
- Preparation of a roll-out plan

Release of final product and resources on October 6, 2022 at CoHEASAP meeting

COALITION OF HIGHER EDUCATION ASSOCIATIONS FOR SUBSTANCE ABUSE PREVENTION

PLANNING BODY

Susie Bruce, M.Ed. Director, Gordie Center, Department of Student Health & Wellness, University of Virginia

Tom Hall, Ph.D. Director, Orange County Drug-Free Office, Orange County, FL

Jim Lange, Ph.D. Coordinator of AOD Initiatives, San Diego State University and Director, Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery, The Ohio State University

Joan Masters, M.Ed. Senior Coordinator, Missouri Partners in Prevention, University of Missouri

Karen Moses , Ed.D. Director, Wellness and Health Promotion, Arizona State University

Ex Officio Member: Steve Miller, CRPS Director, Mid-America PTTC

Goals of the Planning Body

- Started with Phase One resources and product
- Clarified the foundation:
  - what was specific for *substance misuse prevention*
  - what was appropriate for the *higher education setting*
- Revamped the framework:
  - Focused on *Health-Enhancing Environment*
  - Refined the competency areas
  - Organized the competencies into Knowledge, Skill and Applications
- Emphasized the theme of *aspirational* competencies
  - Addressed the professionals overall
  - Eliminated earlier themes of Foundational, Intermediate and Advanced
  - Acknowledged that these skills are appropriate for all contributing to the campus prevention effort continue
- Identified resources – for each competency area and overall
- Developed an implementation plan

https://pttcnetwork.org/centers/mid-america-pttc/product/prevention-professional-competencies-initiative

www.preventioncompetencies.org

Phase Two

70 competencies

Competency
Application
To perform this application, the Prevention Specialist needs to have the following
Knowledge / *Skills*

101 competencies

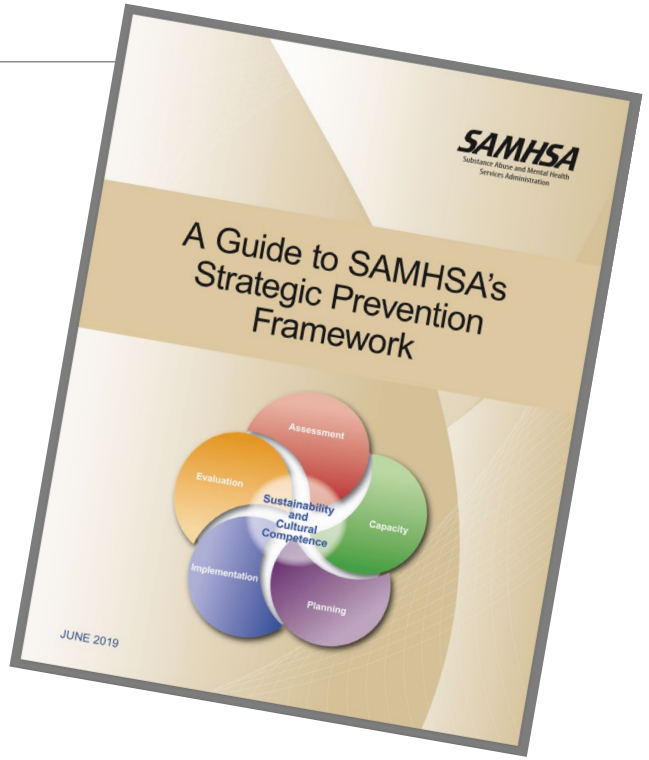
95 competencies

THE GUIDE TO THE EIGHT PROFESSIONAL COMPETENCIES

FOR HIGHER EDUCATION SUBSTANCE MISUSE PREVENTION

Designed to promote enhanced professional skills and ultimately significantly impact college students' decisions surrounding drugs and alcohol.

Developed with funding from the Mid-America Prevention Technology Transfer Center

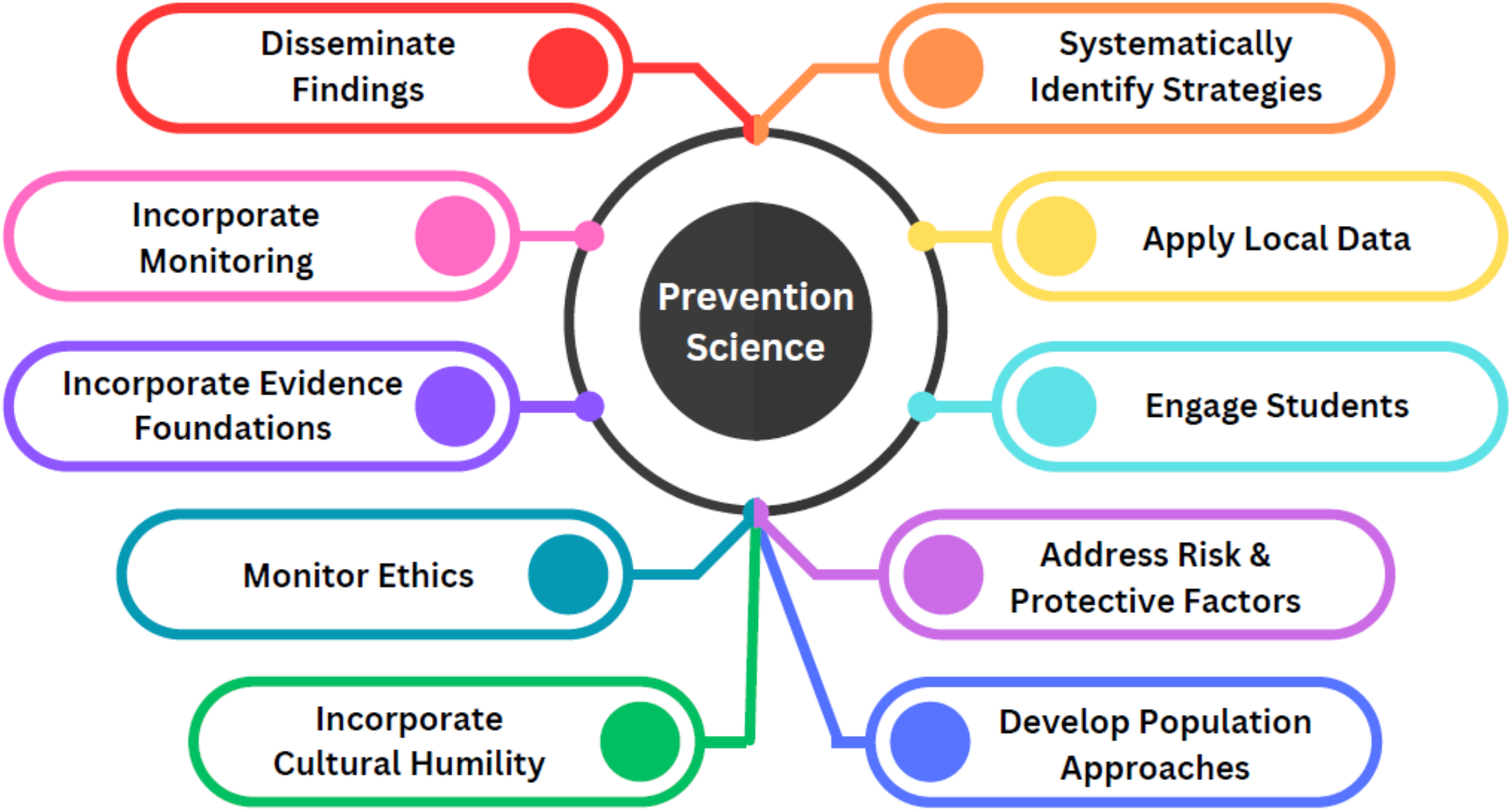


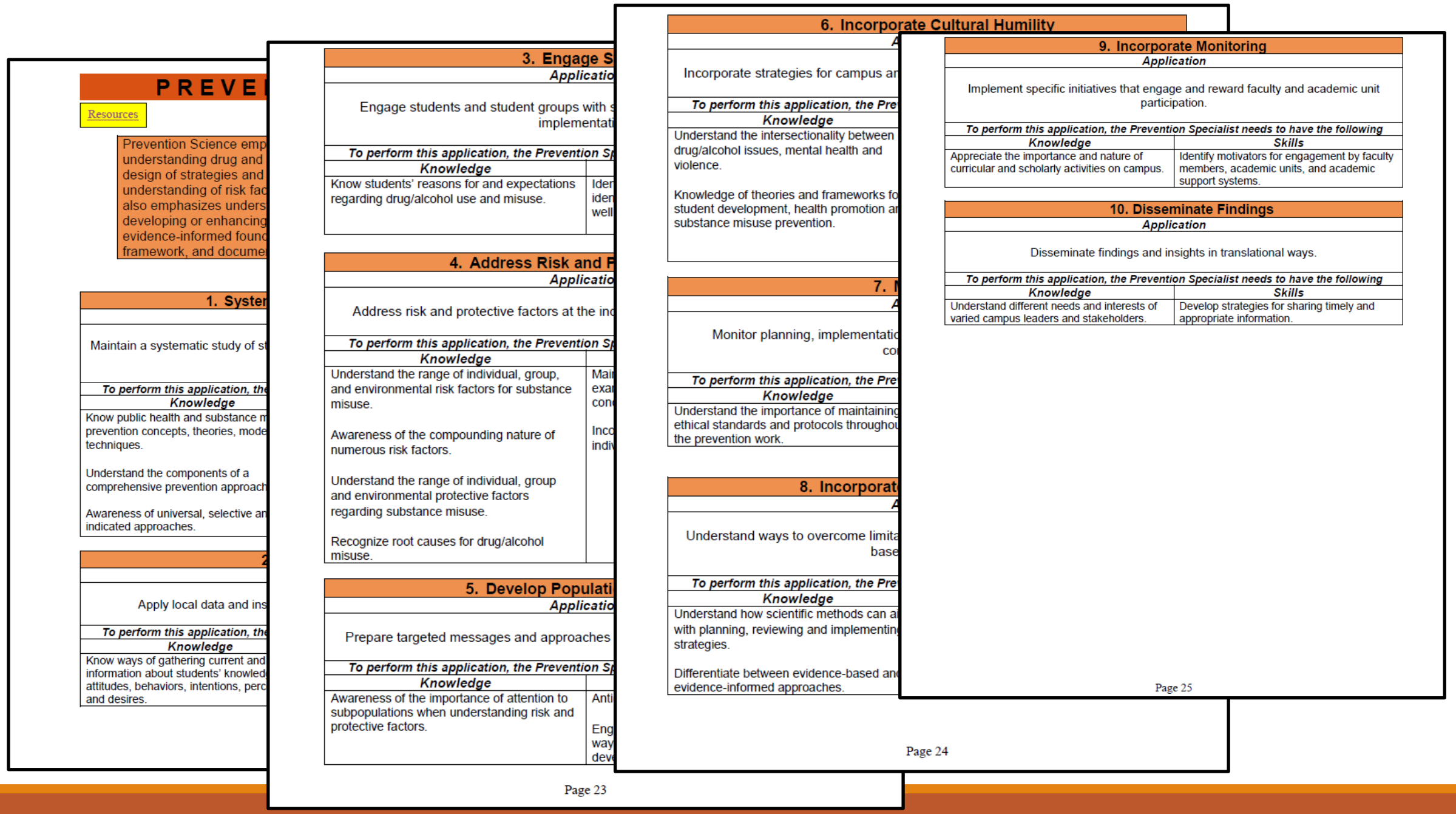
https://www.samhsa.gov/

THE EIGHT PROFESSIONAL COMPETENCIES

Click on the each topic below to link to the specific competency.

Communication & Advocacy
Prevention Science
Leadership
Drugs and Alcohol
Policy and Environmental Strategies
Strategic Planning
Program Management
Needs Assessment, Evaluation, and Research


Prevention Science
Disseminate Findings
Systematically Identify Strategies
Incorporate Monitoring
Apply Local Data
Incorporate Evidence Foundations
Engage Students
Monitor Ethics
Address Risk & Protective Factors
Incorporate Cultural Humility
Develop Population Approaches



PREVE

Resources

Prevention Science emp
understanding drug and
design of strategies and
understanding of risk fac
also emphasizes unders
developing or enhancing
evidence-informed found
framework, and docume

1. Syster

Maintain a systematic study of st

To perform this application, the
Knowledge

Know public health and substance m
prevention concepts, theories, mode
techniques.

Understand the components of a
comprehensive prevention approach

Awareness of universal, selective an
indicated approaches.

2

Apply local data and ins

To perform this application, the
Knowledge

Know ways of gathering current and
information about students' knowled
attitudes, behaviors, intentions, perc
and desires.

3. Engage S
Applicatio

Engage students and student groups with s
implementati

To perform this application, the Prevention Sp

Knowledge	
Know students' reasons for and expectations regarding drug/alcohol use and misuse.	Iden iden well

4. Address Risk and F
Applicatio

Address risk and protective factors at the inc

To perform this application, the Prevention Sp

Knowledge	
Understand the range of individual, group, and environmental risk factors for substance misuse. Awareness of the compounding nature of numerous risk factors. Understand the range of individual, group and environmental protective factors regarding substance misuse. Recognize root causes for drug/alcohol misuse.	Mai exa con Inco indi

5. Develop Populati
Applicatio

Prepare targeted messages and approaches

To perform this application, the Prevention Sp

Knowledge	
Awareness of the importance of attention to subpopulations when understanding risk and protective factors.	Anti Eng way deve

Page 23

6. Incorporate Cultural Humility
A

Incorporate strategies for campus ar

To perform this application, the Pre
Knowledge

Understand the intersectionality between
drug/alcohol issues, mental health and
violence.

Knowledge of theories and frameworks fo
student development, health promotion ar
substance misuse prevention.

7. M
A

Monitor planning, implementatio
co

To perform this application, the Pre
Knowledge

Understand the importance of maintaining
ethical standards and protocols throughou
the prevention work.

8. Incorporat
A

Understand ways to overcome limita
base

To perform this application, the Pre
Knowledge

Understand how scientific methods can ai
with planning, reviewing and implementin
strategies.

Differentiate between evidence-based an
evidence-informed approaches.

Page 24

9. Incorporate Monitoring
Application

Implement specific initiatives that engage and reward faculty and academic unit participation.

To perform this application, the Prevention Specialist needs to have the following

Knowledge	Skills
Appreciate the importance and nature of curricular and scholarly activities on campus.	Identify motivators for engagement by faculty members, academic units, and academic support systems.

10. Disseminate Findings
Application

Disseminate findings and insights in translational ways.

To perform this application, the Prevention Specialist needs to have the following

Knowledge	Skills
Understand different needs and interests of varied campus leaders and stakeholders.	Develop strategies for sharing timely and appropriate information.

Page 25

STRATEGIC PLANNING

Resources

8 Competencies

This emphasizes the campus prevention effort, including the campus and community context, vision setting, orchestrating a systematic process, and engaging key constituencies. This high-level oversight and leadership of the campus effort includes use of conceptual foundations, a logic model, program monitoring, and institutionalization. Essential are effective relationships with campus generalists, specialists and key departments and offices, including an understanding and respect for their respective skills, responsibilities, roles, and ethical standards. The planful, organized, interdependent and supportive approach helps promote the desired campus culture. Included are ways of contributing to overall institutional strategic planning efforts.

1. Oversee Continuum of Efforts	
Application	
Manage strategic planning efforts along the entire planning continuum.	
To perform this application, the Prevention Specialist needs to have the following	
Knowledge	***Skills***
Knowledge of theoretical frameworks, evidence-informed strategies and strategic planning processes. Knowledge of using vision- and goal-setting strategies for universal, selective and indicated audiences. Understand the institution's history, culture, values, community relationships, issues and aspirations.	Synthesize elements gathered from campus vision-setting efforts related to substance misuse prevention and health-enhancing behavior promotion.

5. Oversee Contextual Elements	
Application	
Oversee strategic planning efforts that are needs-based, current, and appropriate within the institutional context	
To perform this application, the Prevention Specialist needs to have the following	
Knowledge	***Skills***
Knowledge of basic standards and ethical principles. Knowledge of the variety of needs assessment processes. Knowledge of outcome and process evaluation, including standards, strengths, and limitations.	Embed formative and summative evaluation findings throughout the strategic planning process.

6. Integrate Monitoring	
Application	
Integrate monitoring of the environmental context, strategies, and outcomes.	
To perform this application, the Prevention Specialist needs to have the following	
Knowledge	***Skills***
Maintain a systems perspective for a comprehensive campus effort. Understand individual and organizational challenges, obstacles, and resistance to change.	Incorporate evidence-informed approaches that blend local needs, theoretical foundations, innovation, and best fit.

7. Prepare Documentation	
Application	
Prepare reports and documents that specify aims, strategies, review criteria, and results.	
To perform this application, the Prevention Specialist needs to have the following	
Knowledge	***Skills***
Awareness of institutional and selective population needs and inclusion opportunities. Awareness of skills, specialization, and opportunities for varied campus and community offices and personnel.	Maintain long-term perspectives to help sustain and institutionalize campus prevention efforts.

STRATEGIC PLANNING RESOURCES

Primary Resources:

Anderson, D. S. and Hall, T. V. (2021) *Leading campus drug and alcohol abuse prevention: Grounded approaches for student impact*. Washington, D.C.: NASPA Publications.

Drug Enforcement Administration. (2020). *Prevention with purpose: A strategic planning guide to preventing drug misuse among college students*. https://www.campusdrugprevention.gov/preventionguide

Cimini, M.D. & Rivero, E.M., Eds. (2019). *Promoting behavioral health and reducing risk among college students: A comprehensive approach* (pp.127–144). Routledge.

Substance Abuse and Mental Health Services Administration. (2019). *A guide to SAMHSA's strategic prevention framework*. https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf

Anderson, D. S., & Milgram, G. G. (2000). *Action planner: steps for developing a comprehensive campus alcohol abuse prevention program; Promising practices: Campus alcohol strategies*. George Mason University. https://caph.gmu.edu/resources/college/create

National Institute on Alcohol Abuse and Alcoholism (2019) *Planning alcohol interventions using NIAAA's CollegeAIM* NIH Publication No. 19-AA-8017 https://www.collegedrinkingprevention.gov/

Plested, B. A., Edwards, R. W., & Jumper-Thurman, P. (2006). *Community readiness: A handbook for successful change*. Tri-Ethnic Center for Prevention Research.

Substance Abuse and Mental Health Services Administration. (2018). *Selecting best-fit programs and practices: Guidance for substance misuse prevention practitioners*. https://www.samhsa.gov/sites/default/files/ebp_prevention_guidance_document_241.pdf

Substance Abuse and Mental Health Services Administration (2021) *Prevention core competencies*. Publication No. PEP20-03-08-001. Rockville, MD: Substance Abuse and Mental Health Services Administration. https://store.samhsa.gov/product/Prevention-Core-Competencies/PEP20-03-08-001

8 Competencies

National Organizatio

- Alcoholics Anonymous https://www.aa.org
- American College Health Association – Na
https://www.acha.org/NCHA
- American Council on Education https://w
- Association of Recovery in Higher Educati
https://collegiaterecovery.org
- Center for Communities that Care https:/
- Center for Substance Abuse Research ht
- Center of Alcohol Studies https://alcohols
- Clery Center https://www.clerycenter.org/
- Coalition of Higher Education Associations
(CoHEASAP) coheasap.org
- Community Anti-Drug Coalitions of Americ
- Core Institute https://core.siu.edu/
- Council for the Advancement of Standards
http://www.cas.edu/standards
- Foundation for Advancing Alcohol Respon
- Gordie Center https://gordie.studenthealt
- Grayken Center for Addiction at Boston M
https://www.bu.edu/aodhealth/
- Healthy Minds Network https://healthymin
- Higher Education Center for Alcohol and D
https://hecaod.osu.edu/
- Illinois Higher Education Center https://ww
- Jed Foundation https://jedfoundation.org/
- Mothers Against Drunk Driving https://www
- Narcotics Anonymous https://na.org/
- NASPA https://naspa.org/division/alcohol
- National Alcohol Beverage Control Associ
- National Association of Lesbian and Gay A
http://www.nalgap.org.
- National Association of State Alcohol and
https://nasadad.org/
- National Collegiate Athletic Association ht
- National Prevention Network (NPN) https
- National Resource Center for The First-Ye
Transition
https://sc.edu/about/offices_and_divisions

Data Sources

American College Health Association. (2020). *National college health assessment.* https://www.acha.org/ncha

Anderson, D. S. (2021). *College alcohol survey 1979-2021: The national longitudinal survey on alcohol, tobacco, other drug and violence issues at institutions of higher education.* George Mason University. https://caph.gmu.edu/resources/college/review

Centers for Disease Control and Prevention. (2019). *Annual surveillance report of drug-related risks and outcomes: United States, 2019.* https://www.cdc.gov/drugoverdose/pubs/related-publications.html

Centers for Disease Control and Prevention. *Youth risk behavior surveillance system.* https://www.cdc.gov/healthyyouth/data/yrbs/index.htm

Miech, R. A., Johnston, L. D., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2022) Monitoring the Future national survey results on drug use, 1975-2021: Volume I, Secondary school students. Ann Arbor: Institute for Social Research, The University of Michigan, 596 pp. http://monitoringthefuture.org/pubs.html

National Collegiate Athletic Association. *Student-athlete well-being study* (2022) https://www.ncaa.org/news/2022/5/24/media-center-mental-health-issues-remain-on-minds-of-student-athletes.aspx

National Collegiate Athletic Association. (2018). *NCAA national study on substance use habits of college student-athletes.* https://www.ncaa.org/sports/2013/11/20/ncaa-student-athlete-substance-use-study.aspx

National Institute on Alcohol Abuse and Alcoholism. (2020). *Consequences.* https://www.collegedrinkingprevention.gov/Statistics/consequences.aspx

Patrick, M. E., Schulenberg, J. E., Miech, R. A., Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (2022). *Monitoring the Future Panel Study annual report: National data on substance use among adults ages 19 to 60, 1976-2021. Monitoring the Future Monograph Series.* Ann Arbor: Institute for Social Research, The University of Michigan. http://monitoringthefuture.org/pubs.html

Schulenberg, J. E., Patrick, M. E., Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Miech, R. A. (2021) *Monitoring the Future national survey results on drug use, 1975-2020:* Volume II, college students and adults ages 19-60. Ann Arbor: Institute for Social Research, The University of Michigan, 508 pp. http://monitoringthefuture.org/pubs.html

News and Information Resources and Listservs

- Addiction Technology Transfer Center Network
https://www.acenet.edu/pages/default.aspx
- Alcohol Law Review https://www.alcohollawreview.com/
- American Academy of Pediatrics news Room
https://www.aap.org/en/news-room/
- American College Health Association - ACHA Connect
http://community.acha.org/home
- American Council on Education - ACE Net
https://www.acenet.edu/pages/default.aspx
- American Public Health Association https://apha.org/
- American Public Health Association's Alcohol, Tobacco and Other Drugs Section
https://apha.org/APHA-Communities/Member-Sections/Alcohol-Tobacco-and-Other-Drugs
- Campus Drug Prevention
https://www.campusdrugprevention.gov/#subscription_updates
- Centers for Disease Control and Prevention
https://tools.cdc.gov/campaignproxyservice/subscriptions.aspx?
- Centers for Disease Control and Prevention Alcohol Program
https://www.cdc.gov/alcohol/index.htm
- Grayken Center for Addiction at Boston Medical Center - aodhealth-list
https://www.bu.edu/aodhealth/free-subscriptions/
- Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery - U Report https://hecaod.osu.edu/news-research/ureport/
- Illinois Higher Education Center https://www.eiu.edu/ihec/Listservs.php
- Mothers Against Drug Driving Online News https://madd.org/get-connected/
- National Center on Safe Supportive Learning Environments - Higher Education e-Digest https://safesupportivelearning.ed.gov/webform/sign-higher-education-e-digest
- National Institute on Alcohol Abuse and Alcoholism News & Events
https://www.niaaa.nih.gov/news-events
- National Institute on Drug Abuse News & Events
https://nida.nih.gov/news-events
- Office of Juvenial Justice and Delinquency Prevention News & Events
https://ojjdp.ojp.gov/news
- Partnership to End Addiction - Partnership News Service
https://drugfree.org/article/partnership-news-service-disclaimer/

ddcp/

www.preventioncompetencies.org

Audiences and Utilization

Why: Rationale for this Resource

- Increase the understanding and effectiveness of service delivery within the framework of a comprehensive campus effort
- Problems and concerns continue; these deaths, injuries, and lost human potential are largely preventable
- Acknowledge the importance of allocating personnel and other resources

This initiative was designed to bolster the foundations for those providing campus-based leadership and services, building on their dedication and commitment, and expanding and improving upon their knowledge and skills.

Campus Context

- It is vitally important to have comprehensive campus substance misuse prevention strategies.
- Research and evaluation efforts have provided substantial evidence in support of many campus initiatives.
- Numerous planning tools exist, including the Strategic Prevention Framework (SAMHSA), Prevention with Purpose (DEA), and the Planning Model (Anderson and Hall).
- Efforts to address campus substance issues appear to be declining, as found with staffing, policies, services, planning, and support.
- Campus prevention specialists have varied roles and responsibilities.

Audiences for Use

- Prevention Specialist
- Professional Colleagues
- Campus Leadership
- Academic Preparation Programs
- State Agencies and Offices
- National Agencies and Offices
- National Organizations

Audiences for Use

National Agencies and Offices

Just as with the state offices, various national agencies and departments may devote attention to this issue. Over many decades, various national offices have provided leadership. With NIAAA (from the *Whole College Catalog* to *CollegeAIM*), the U.S. Department of Education (with FIPSE grants, the Network, and the Higher Education Center), SAMSHA (with college publications and resources), the DEA (with resources), the U.S. Department of Transportation (with *A Winning Combination* and co-sponsorship of the *Policies and Programs* training), and the Office of National Drug Control Policy (with emphasis on higher education), various agencies have demonstrated leadership and resources. Noteworthy also is the Part 86 legislation, mandating a biennial review. Each of these agencies has an opportunity to review past work and identify ways they can be supportive individually or collaboratively to help with promoting this initiative. Just as at the state level, these national offices may use this competencies documentation and resources as the basis for their consideration of funding, resources, training, consultation, convening, support and calls to meaningful action.

National Organizations

Numerous professional associations have tremendous opportunities to provide support of and leadership for the enhancement of competencies associated with campus prevention services. Key associations in higher education, with long-term and current commitment on these issues, include ACPA, NASPA, and ACHA; these and others are included within CoHEASAP. Other higher education-based groups include the American Council on Education and the Higher Education Center. Beyond the higher education settings, associations such as CADCA, APHA, and the Society for Addiction provide opportunities for significant impact. These organizations may consider implementing or endorsing training and professional development for those seeking to advance their competencies in one or more of the core areas identified with the ***Professional Competencies Guide***. This could be content based print or interpersonal approaches, such as webinar series, podcasts, and ongoing training. These organizations may consider credentialing or certification. With any resources or training offered, what would be helpful is to have some clear delineation of which of the competencies within the eight core areas are being addressed.

Page 16

Professional Colleagues

These include other individuals who have responsibility for specific aspects of the comprehensive campus initiative (e.g., evaluation, marketing, counseling, programming). It is appropriate for these individuals to have some understanding of the larger framework for the campus effort, and how their expertise can be helpful for achievement of the overall goals. Further, for their specific areas of expertise, these professionals should be aware of current science surrounding substance misuse, appropriate language, controversies and issues, and foundational elements. This could include a list of how an individual can use these competencies – how to train regarding the competencies, and how to assign specific roles and responsibilities based on them. Essential is the educational environment of colleges and universities, and the skills appropriate for direct education of students. This includes teaching and its skill set, including a lesson plan. For these partners in prevention, this could be framed as "if you're not doing anything else, at least know or do this."

Campus Leadership

Included in this area are campus leaders, with particular attention to those with direct supervisory and hiring responsibilities. These leaders benefit from understanding the elements of what type of attributes are necessary and appropriate for orchestrating a grounded, comprehensive campus prevention effort. While specific areas of emphasis will vary from campus to campus, the ***Professional Competencies Guide*** provides an overview of the broad range of specific competencies that should be considered when designing or refining campus prevention services. This specific competencies framework and its associated details and resources can be helpful for the preparation of the locally-appropriate position description, for determining evaluation protocols, and for identifying ways to demonstrate support for the campus prevention services. Beyond these individuals, others with campus leadership responsibilities, such as the campus president or chancellor, and other executive officers, would benefit from understanding the important characteristics of a prevention specialist professional.

Page 14

Audiences for Use

- Prevention Specialist
  - Identify areas for enhanced competency
  - Examine opportunities within prevention and other sources
- Professional Colleagues
  - Understand the larger framework of campus prevention and how their expertise can aid
  - Learn current science on substance misuse issues
- Campus Leadership
  - Gain overview of specific competencies for designing/refining campus prevention
  - Inform campus evaluation, supportive resources, campus professional characteristics
- Academic Preparation Programs
  - Invest in deeper understanding of drug/alcohol issues and ways of addressing them
  - Offer academic coursework fields of study, research inquiry, practical experience

Audiences for Use

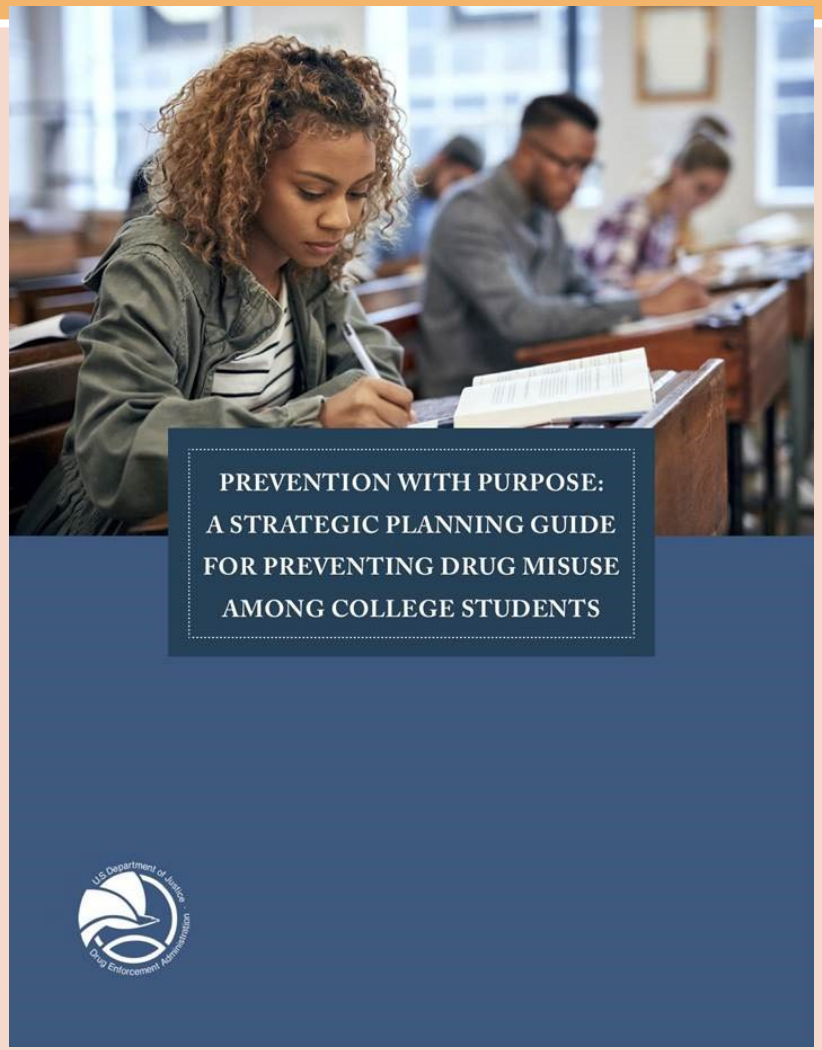
- State Agencies and Offices
  - Adopt strategies and services promoting further professional development of campus prevention
  - Propose legislation, authority, or standards that encourage heightened competencies
- National Agencies and Offices
  - Review and revise past legislative and funding efforts
  - Consider resources, training, consultation, convention, support and calls to meaningful action
- National Organizations
  - Implement or endorse training and professional development in one or more of the eight core areas
  - Consider credentialing, certification, or other promotion of competency development
  - fields of study, research inquiry, practical experience

Questions to Ponder

- As you consider the breadth and depth of this resource, what are overall reactions about this ***Professional Competencies Guide***?
- How might the seven key audiences, as well as others, use this resource?
- In what ways might you use this resource?
- How can you engage others on your campus to use this resource?
- What challenges do you foresee with using this resource, and how might those be overcome?

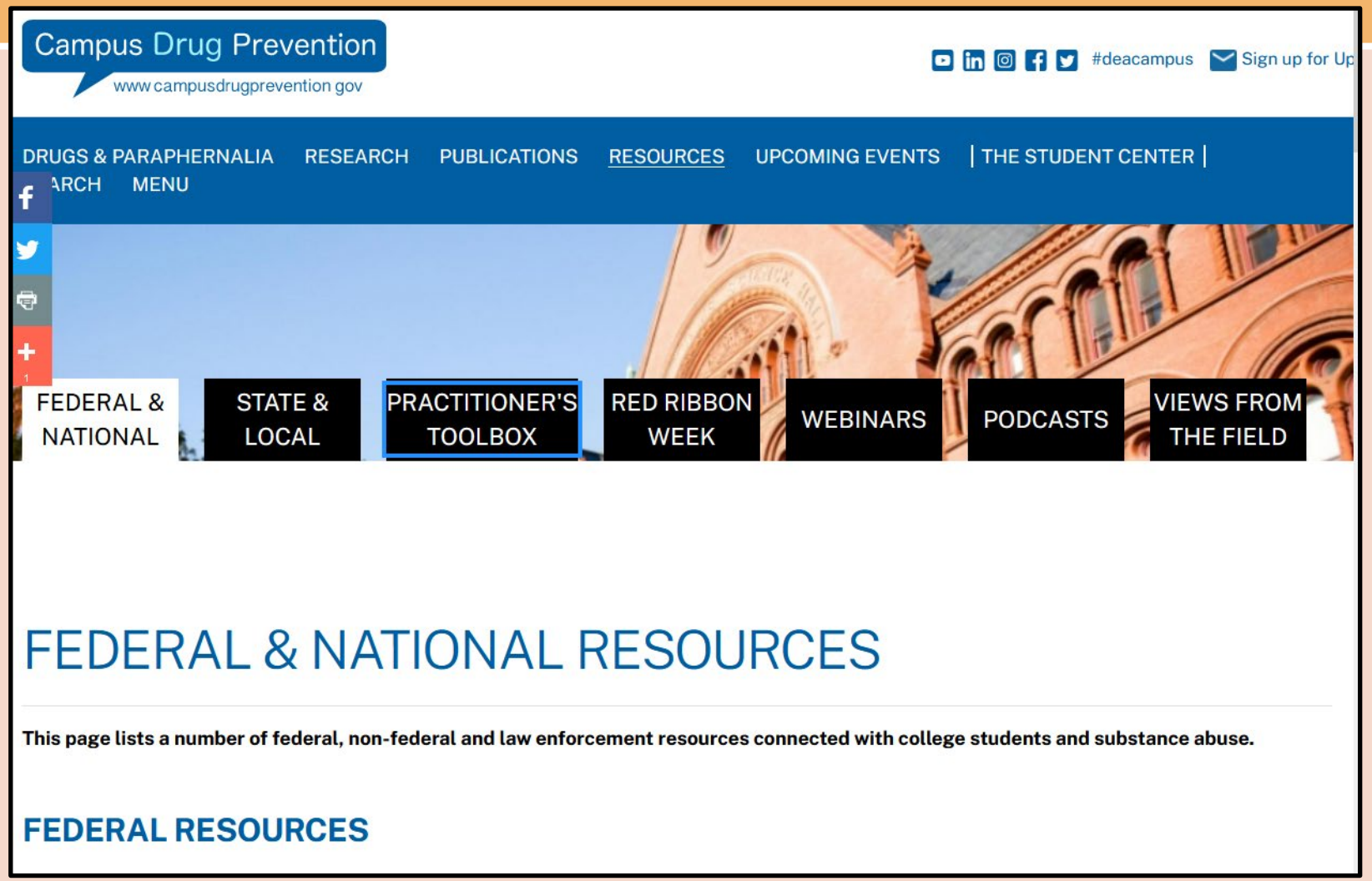
Wrap-up

Engage with Strategic Planning



https://www.campusdrugprevention.gov/

Engage with Strategic Planning



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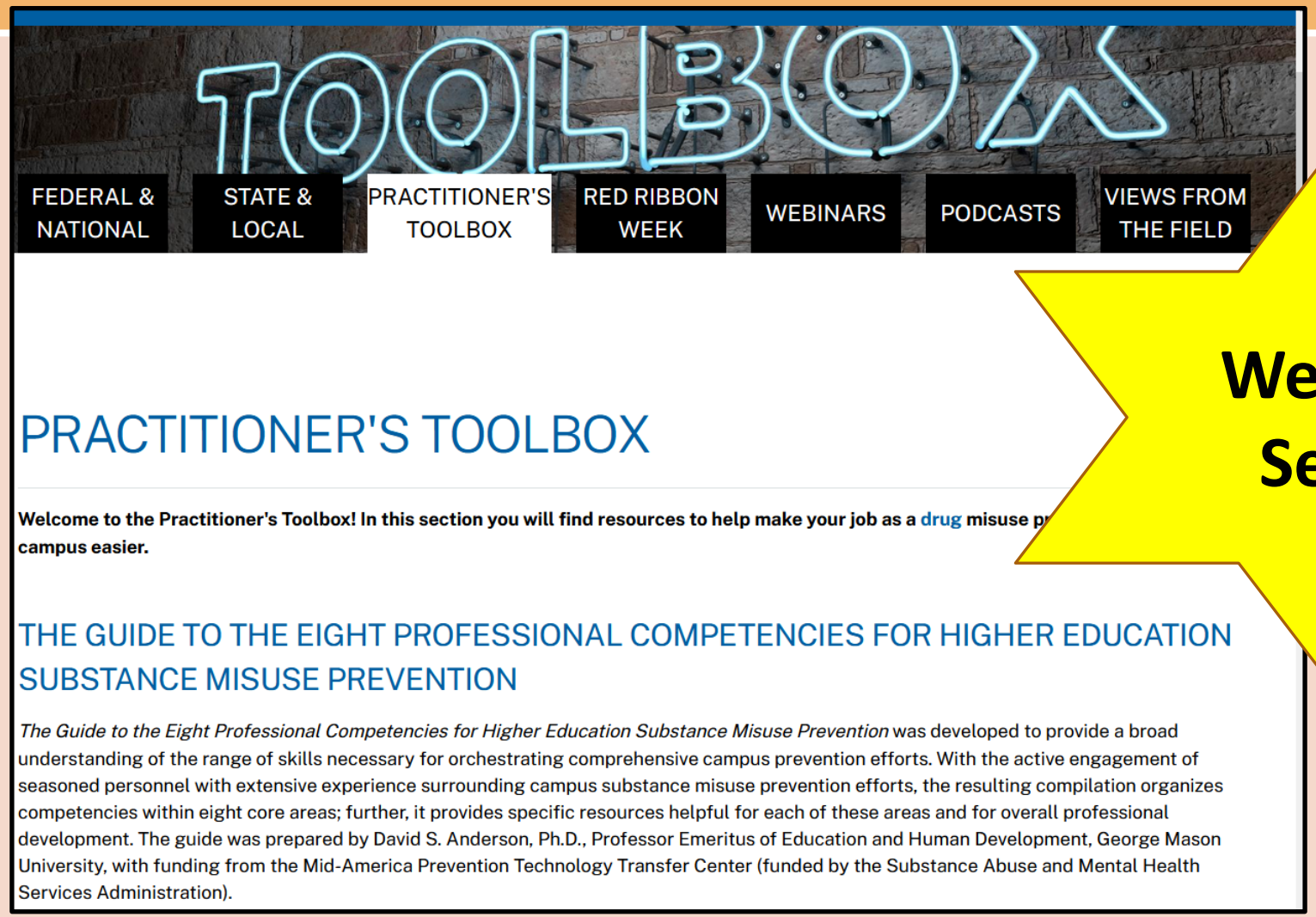
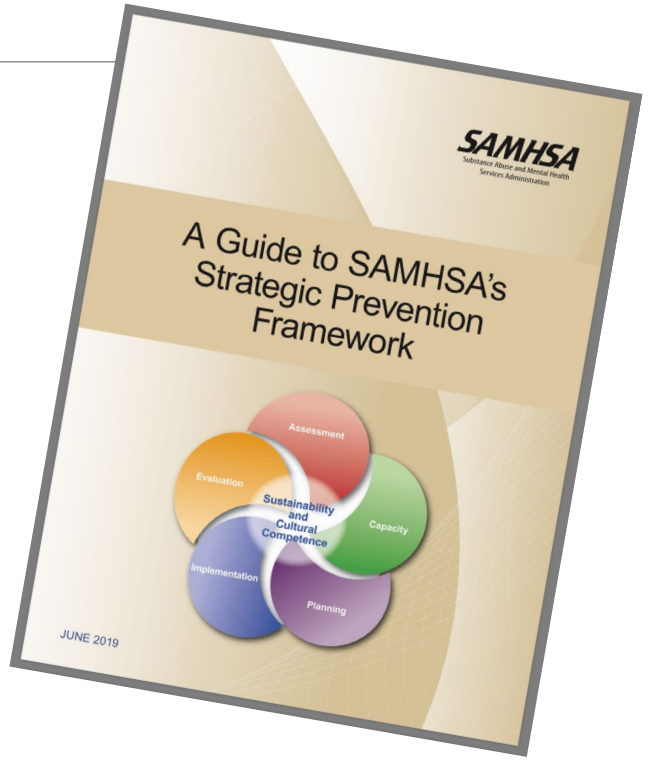
Engage with Strategic Planning



Webinar Series

https://www.campusdrugprevention.gov/practitioners-toolbox

The Strategic Prevention Framework



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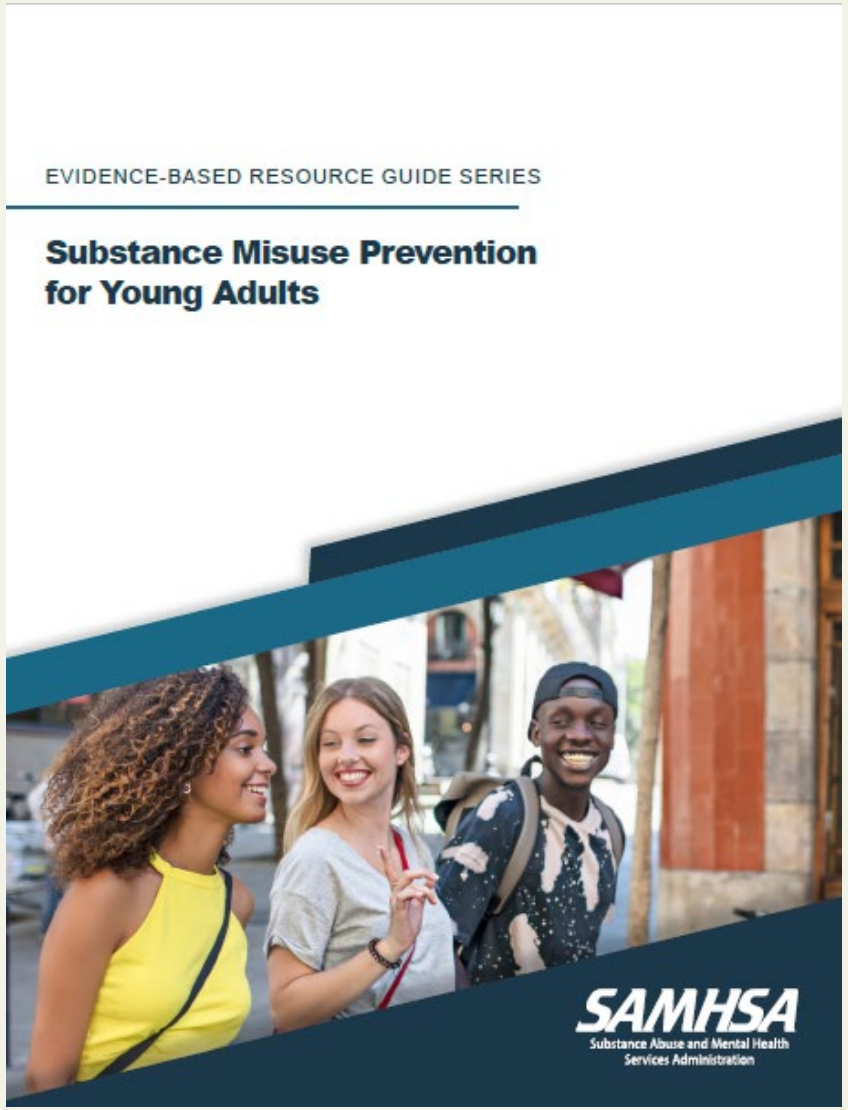
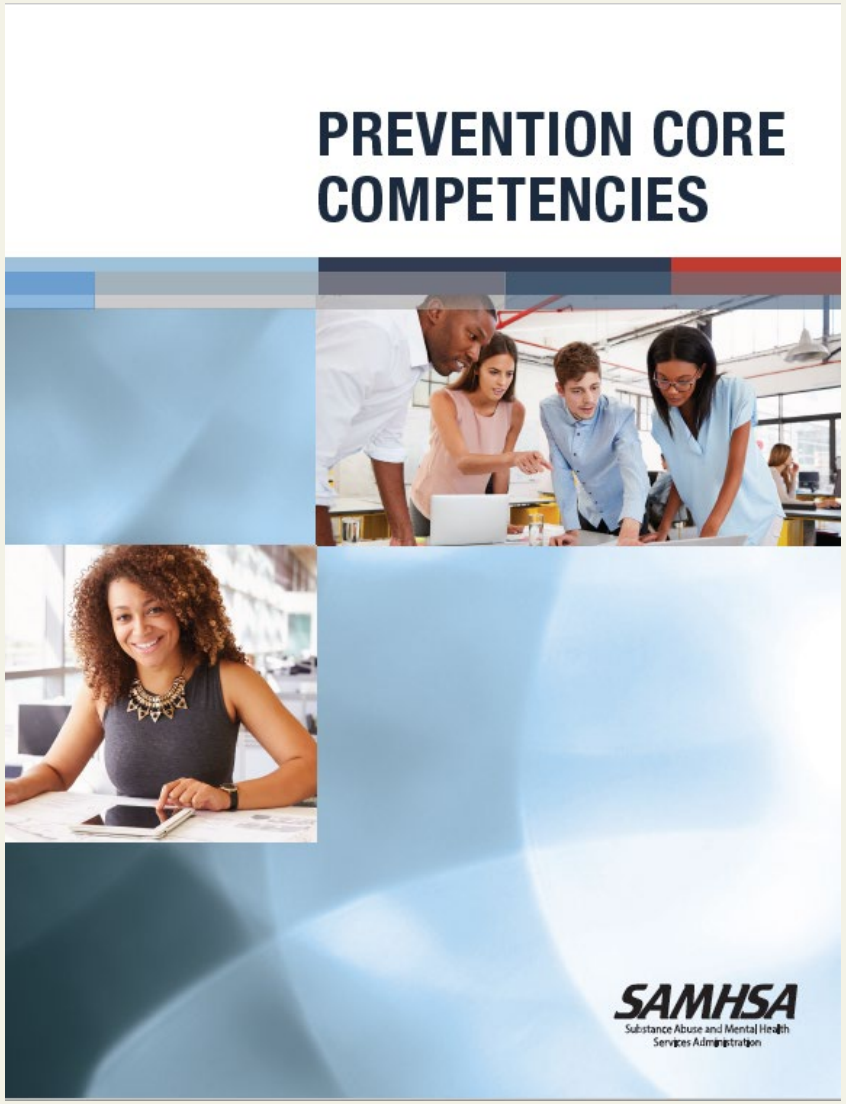
SAMHSA Resources





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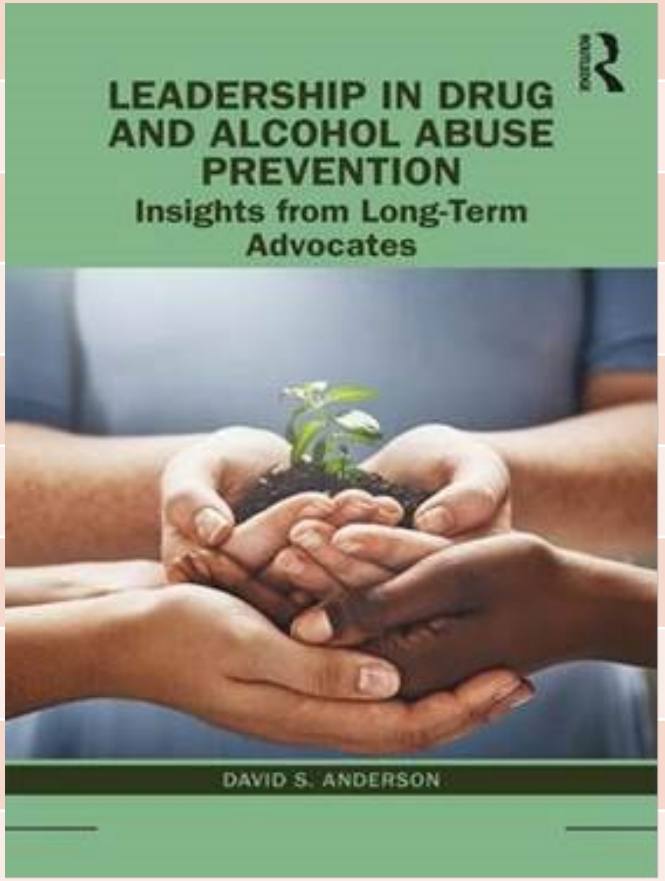
LEADERSHIP IN DRUG AND ALCOHOL ABUSE PREVENTION

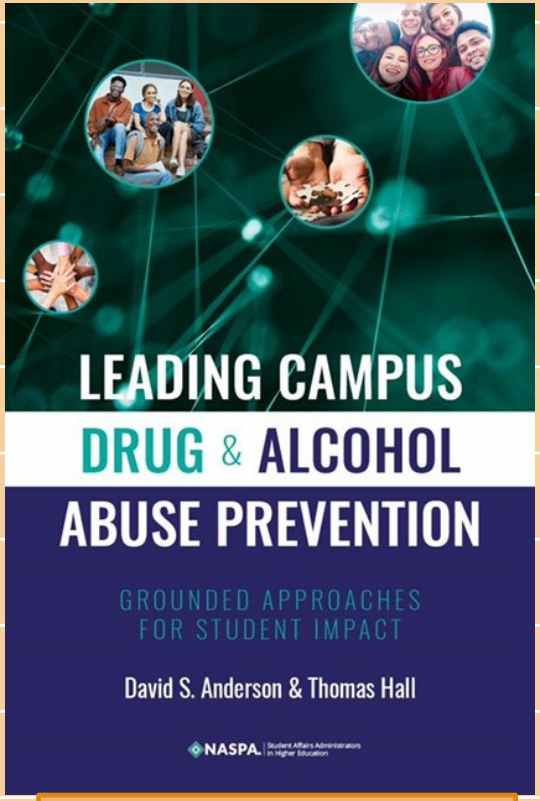
COMPETENCE	**Nature of the Concern: Individual**
	Nature of the Concern: Environmental
	Why Be Concerned
	Foundational Factors
	Intervention, Treatment and Recovery
	Prevention and Education
CONFIDENCE	**Helpful Processes**
	Resourceful Approaches
	Personal and Professional Strategies
COMMITMENT	**Leadership and Advocacy**
	Believing in Yourself
	Vision for the Future



Routledge Publishers
www.routledge.com
September, 2019

Leading Campus Drug & Alcohol Abuse Prevention: Grounded Approaches for Student Impact

CONTEXT	The Impact of Substance Abuse on Campus
	Changing the Campus Culture: Norms and Assumptions
	Frameworks for Action
CONTENT	Policy and Procedural Interventions
	Universal Prevention Strategies
	Selective Prevention Strategies
	Indicated Prevention Strategies
	Staff, Student and Student Leader Training
	Measuring the Impact of Prevention Efforts
COLLABORATION	Planning Processes: How to Mobilize Resources
	Coalition Building: Engaging Partners in Prevention
	Promotion and Advocacy
CHOICES	Reporting Results and Processes
	Identifying and Celebrating Progress



NASPA Publications
May, 2021

https://naspa.org/book/leading-campus-drug-and-alcohol-abuse-prevention-grounded-approaches-for-student-impact