Flow of the SPF

Student Guide, Tips, Templates, and Tools

Instructor: Greg Pliler
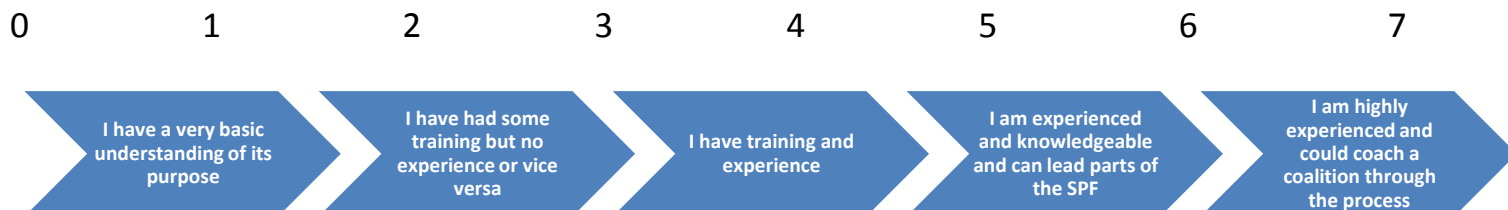
2016

Contents

Introductions

Name, Organization:

What level of experience do you have with the Strategic Prevention Framework?

0   1   2   3   4   5   6   7

| I have a very basic understanding of its purpose | I have had some training but no experience or vice versa | I have training and experience | I am experienced and knowledgeable and can lead parts of the SPF | I am highly experienced and could coach a coalition through the process |

What is the toughest part of implementing the SPF and/or what is one thing you hope to learn today?

The Strategic Prevention Framework

Sustainability Defined[12]

SAMHSA: In the case of substance misuse prevention, the process involves developing systems that promote and support the delivery of effective prevention strategies in order to prevent and reduce substance use disorders among populations. Ultimately, sustainability is about maintaining positive outcomes in these populations

Assessment

5 parts of the assessment

- Community Description

- Community History

- Assessment of Issues: The Blueprint

- Assessment of Resources & Readiness

- Problem Statement(s)

A Community Assessment product should always be created to communicate the 5 parts of the assessment both internally and externally to the organization. Having a usable Community Assessment is has been found to be a critical element to successful coalition work.

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1 http://coalitionswork.com/wp-content/uploads/COALITION-SUSTAINABILITY-CHARACTERISTICS.pdf
2 http://coalitionswork.com/wp-content/uploads/KEY-SUSTAINABILITY-TASKS-FOR-COALITIONS.pdf

Community Description[3]

- Physical Aspects

- Infrastructure

- Patterns of settlement, commerce, and industry

- Demographics

- Community leaders, formal and informal

- Community culture, formal and informal

- Existing Group

- Existing institutions

- Economics

- Government/Politics

- Social structure

- Attitudes and values

Community History[4]

- Traditions

- What are they proud of?

- What would residents prefer not to talk about?

- Conflicts

- Factions

- Previously important issues

- Past initiatives

- Past relationships

> **Remember to use your tools! Narratives can go a long way in describing your community and its history, but pictures, maps, charts and graphs can really help convey your message!**
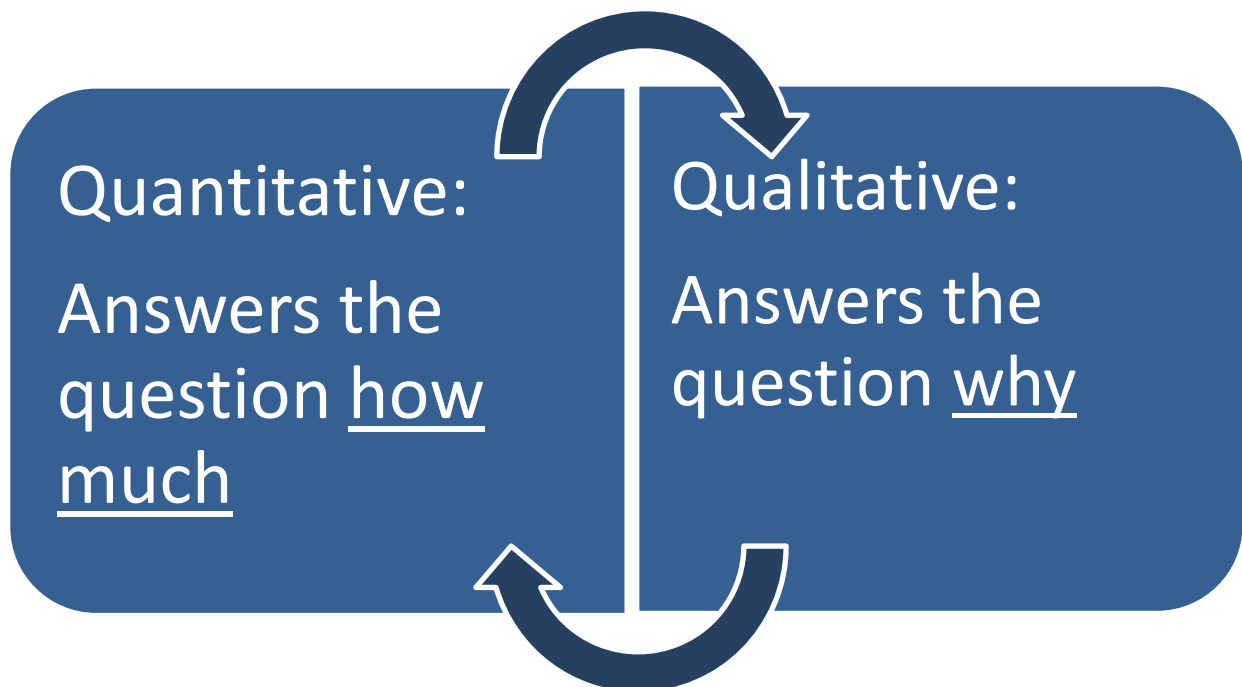
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[3] http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main

[4] http://ctb.ku.edu/en/understand-community-or-situation-better

Assessment of the Issues: The Blueprint[56]

- Gives objective picture of issues

- Reduces bias and opinion

- Established measurable baseline for improvement

- Gives starting point for understanding issues

Types of Data

Quantitative: Answers the question <u>how much</u>
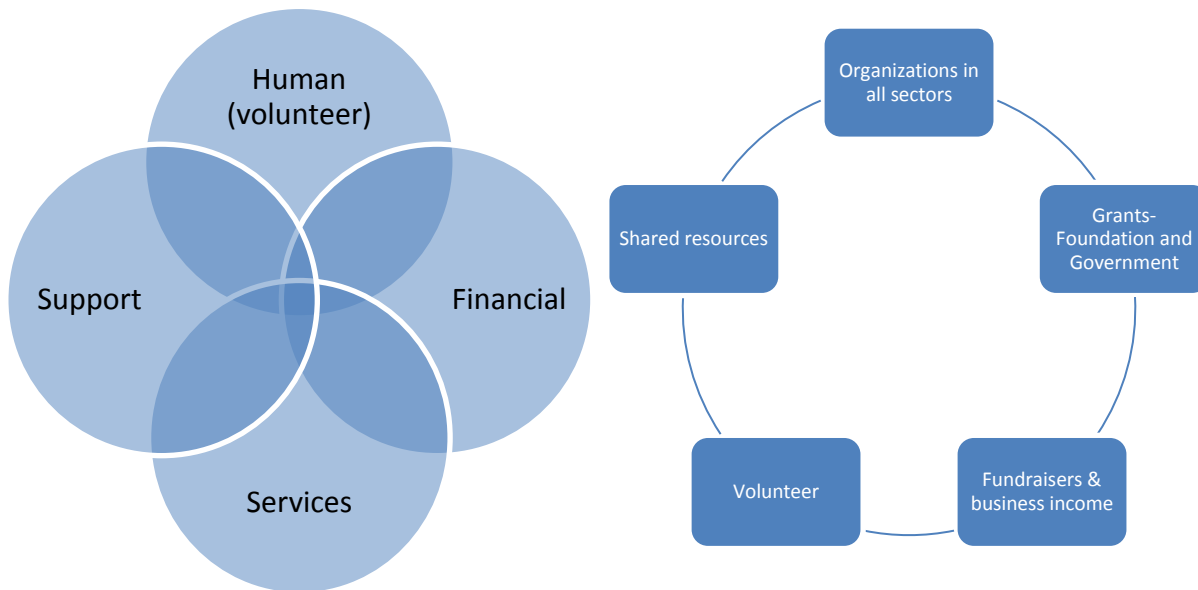
Qualitative: Answers the question <u>why</u>

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5 http://www.samhsa.gov/capt/applying-strategic-prevention-framework/step1-assess-needs
6 http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main

Resource Assessment

- A comprehensive list of where to get assistance with the issue.

- It is important to develop a preliminary list now!

- Think in terms of all the people / agencies that can offer something.

- Predict what you may need, brainstorm what is available.

Human (volunteer)

Support

Financial

Services

Organizations in all sectors

Grants- Foundation and Government

Shared resources

Fundraisers & business income

Volunteer

Readiness Assessment[7]

- Step 1: Clearly define the issues

- Step 2: Clearly define and delineate the community

- Step 3: Prepare questions

- Step 4: Choose key respondents

- Step 5: Conduct interviews

- Step 6: Calculate scores

- Step 7: Set goals

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[7] http://triethniccenter.colostate.edu/docs/CR_Handbook_8-3-15.pdf

Problem Statements

A clear problem statement is vital in the community assessment

A clear problem statement can:

- Clarify goals and ensure specificity
- Create common language and common goals
- Separates different issues

6 characteristics of effective problem statements[8]

1. Names one problem at a time
2. Avoids blame
3. Avoids naming specific solutions
4. Defines the problem in terms of behaviors and conditions
5. Are measureable
6. Reflect community concerns

Problem Analysis

1. Helps to understand what is below the surface…. the real cause of the problem

2. Uses a systematic approach to brainstorming what is causing the issue

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[8] https://www.in.gov/cji/files/G_Five_Parts_of_Community_Assessment.pdf

Iceberg... Seeing What's Below the Surface

Events — What happened?

What is seen

What is generally unseen

Patterns of Behavior — What's been happening? What are the trends? What changes have occurred?

Learning

Leverage

Structure of the System — What has influenced the patterns? (e.g. policies, laws, physical structures) What are the relationships among the parts?

Mental Models — What assumptions, beliefs, and values do people hold about the system?

action
belief
perception

Adapted by Systems Thinking in Schools, Waters Foundation, www.watersfoundation.org, from Innovation Associates, Inc.

Types of Analysis:

- Root Cause Analysis[9]
- Antecedent/Behavior/Consequence[10]
- 5 Why's[11][12]

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[9] http://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/root-causes/main

[10] http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart

[11] https://www.mindtools.com/pages/article/newTMC_5W.htm

[12] http://www.theiplgroup.com/5%20Whys%20Template.pdf

Prioritizing Problems

- Typically during honest, thorough assessment more problems are identified than can be realistically address.

- No coalition can address everything at once and actually make a difference in the problem.

- A systematic approach should be used to develop an order or merit of problems.

Frequency

Time Trend

Consequences if not addressed

Problem / Issue

Current interventions

Who is affected

Likelihood of success

Seriousness / urgency

Logic Model[131415]

- Creates visually understandable representation of problem analysis

- Helps explain complex concepts in easy to understand method and provides common language

- Tool to give a framework for checking dependencies

- Helps to see what we missed and what doesn't make sense
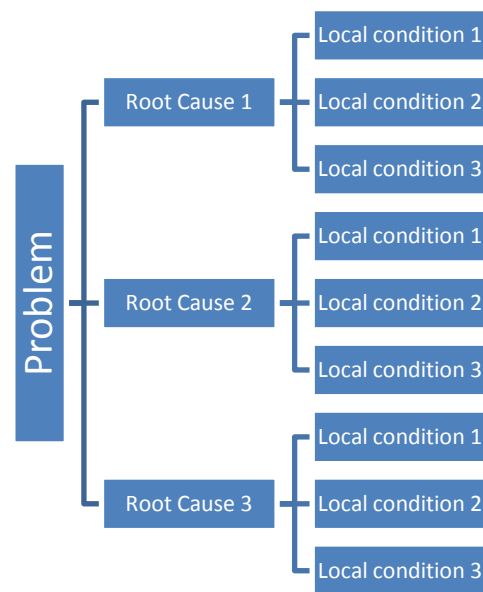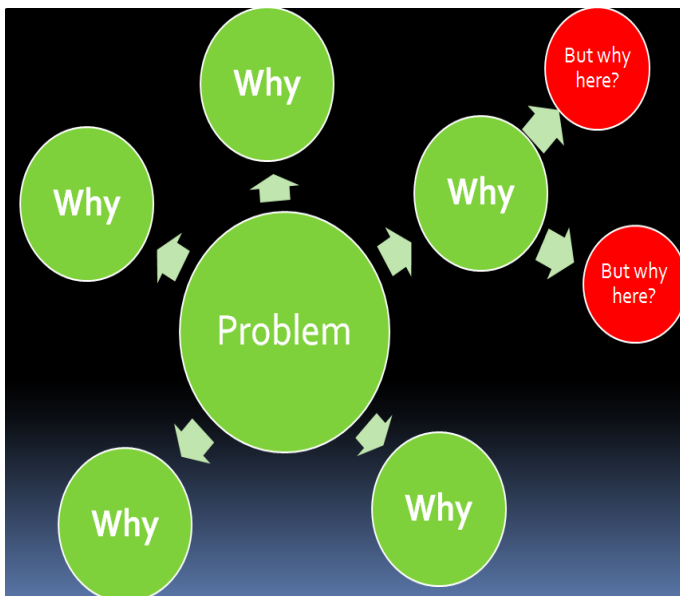
Evaluating a Logic Model[16]

Line Logic

    Is there a credible connection between problem and causal factors (root cause / local condition)

Completeness Check

    Organizes all the components into one snapshot that helps to see if there are missing pieces
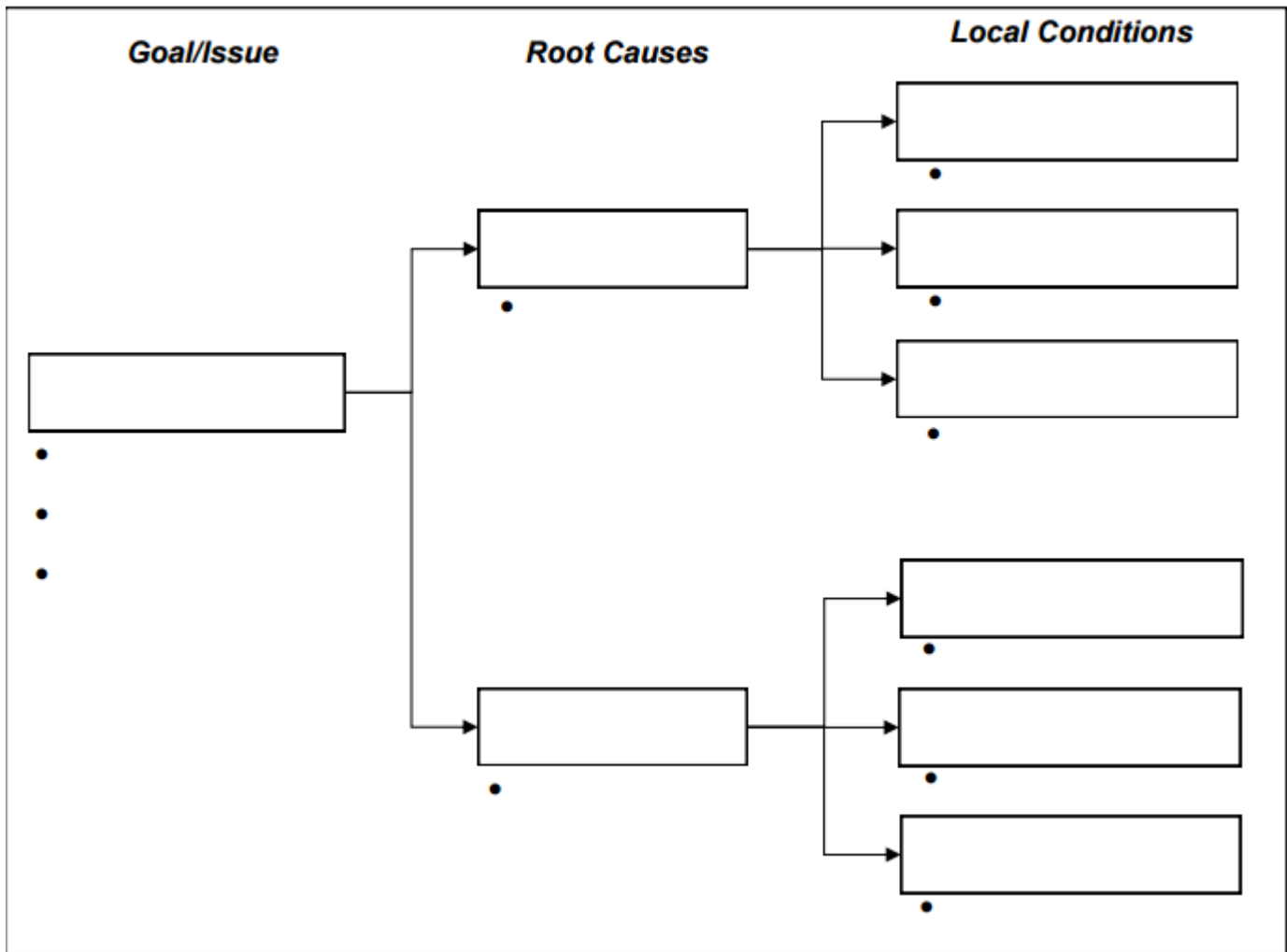
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[13] http://www.samhsa.gov/capt/sites/default/files/resources/developing-logic-model-worksheet.pdf

[14] http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

[15] http://www.samhsa.gov/capt/applying-strategic-prevention-framework/step3-plan/understanding-logic-models

[16] http://forumfyi.org/target-action

Representational Logic Model[17]

A diagram with three columns labeled Goal/Issue, Root Causes, and Local Conditions. A Goal/Issue box connects to two Root Causes boxes, each of which connects to three Local Conditions boxes. Each box has bullet points beneath it.

Intervention Mapping[18]

Strategies are the broad way we will address local conditions

Brainstorming strategies must align to one local condition at a time

Brainstorming strategies should be comprehensive to the point of unachievable (we will limit these to a feasible course in a future step).

Don't confuse strategy with delivery system, (i.e. Facebook or text message is a delivery system that can be used for several strategies – not a strategy in itself)

7 Strategies[19]

1. Provide Information: Educational presentations, workshops or seminars, and data or media presentations (e.g., Public Service Announcements (PSAs), brochures, town halls, forums, web communications).

2. Enhance Skills: Workshops, seminars, or activities designed to increase the skills of participants, members, and staff (e.g., training and technical assistance, parenting classes, strategic planning retreats, model programs in schools).

3. Provide Support: Creating opportunities for participation in activities that reduce risk or enhance protection (e.g., alternative activities, mentoring, referrals for service, support groups, youth clubs).

4. Enhance Access/Reduce Barriers: Improving systems/processes to increase the ease, ability, and opportunity to utilize those systems and services (e.g., assuring transportation, housing, education, safety, and cultural sensitivity) in prevention initiatives. Reduce Access/Enhance Barriers: Improving systems/processes to decrease the ease, ability, and opportunity for youth to access substances (e.g., raising the price of single-serve cans of alcohol, implementing retail alcohol/tobacco compliance checks).

5. Change Consequences: Increasing or decreasing the probability of a behavior (incentives/disincentives) by altering the consequences for performing that behavior (e.g., increasing taxes, citations, and fines; revocation/loss of driver's license).

6. Change Physical Design: Changing the physical design of the environment to reduce risk or enhance protection (e.g., re-routing foot/car traffic, adjusting park hours, alcohol/tobacco outlet density). NOTE: DFC Federal funds cannot support landscape and lighting projects. As such, costs for these projects cannot be used as match.

7. Modify/Change Policies: Formal change in written procedures, by-laws, proclamations, rules, or laws (e.g., workplace initiatives, law enforcement procedures and practices, public policy actions, systems change).

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[18] http://www.samhsa.gov/capt/tools-learning-resources/mapping-interventions-levels-risk
[19] http://www.samhsa.gov/sites/default/files/grants/pdf/sp-15-001_0.pdf

Readiness – Building Capacity[20]

Planning and Implementation[21]

Create goals

Create Objectives

Action Plan

Implement with fidelity and adapt as necessary

Action Planning
- For each strategy this gives all the specifics

- For each strategy list all the specific actions that will be taken.

- Once the list of actions for each strategy is developed:

    - Assign to a person or team

    - Assign a suspense date along with frequency (if a recurring event)

    - List what resources will be needed (facilities, funds, other support, etc)

    - Who else should be involved (outside resources, needs leadership team, needs entire unit involvement, etc)

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[20] http://triethniccenter.colostate.edu/docs/CR_Handbook_8-3-15.pdf
[21] http://www.ca-cpi.org/docs/Publications/Other/SPFTipSheet_03_MeasurableGoals.pdf

Evaluation[23]

- To answer the following questions;

    □ Are we doing what we said we were going to do?

    □ Is what we are doing working like we thought it would?

    □ Why or why not?

- To communicate;

    □ We are spending our money like we said we would

    □ Our successes

    □ Our barriers

- To Act:

    □ Midcourse corrections

    □ Increase efficiency and effectiveness
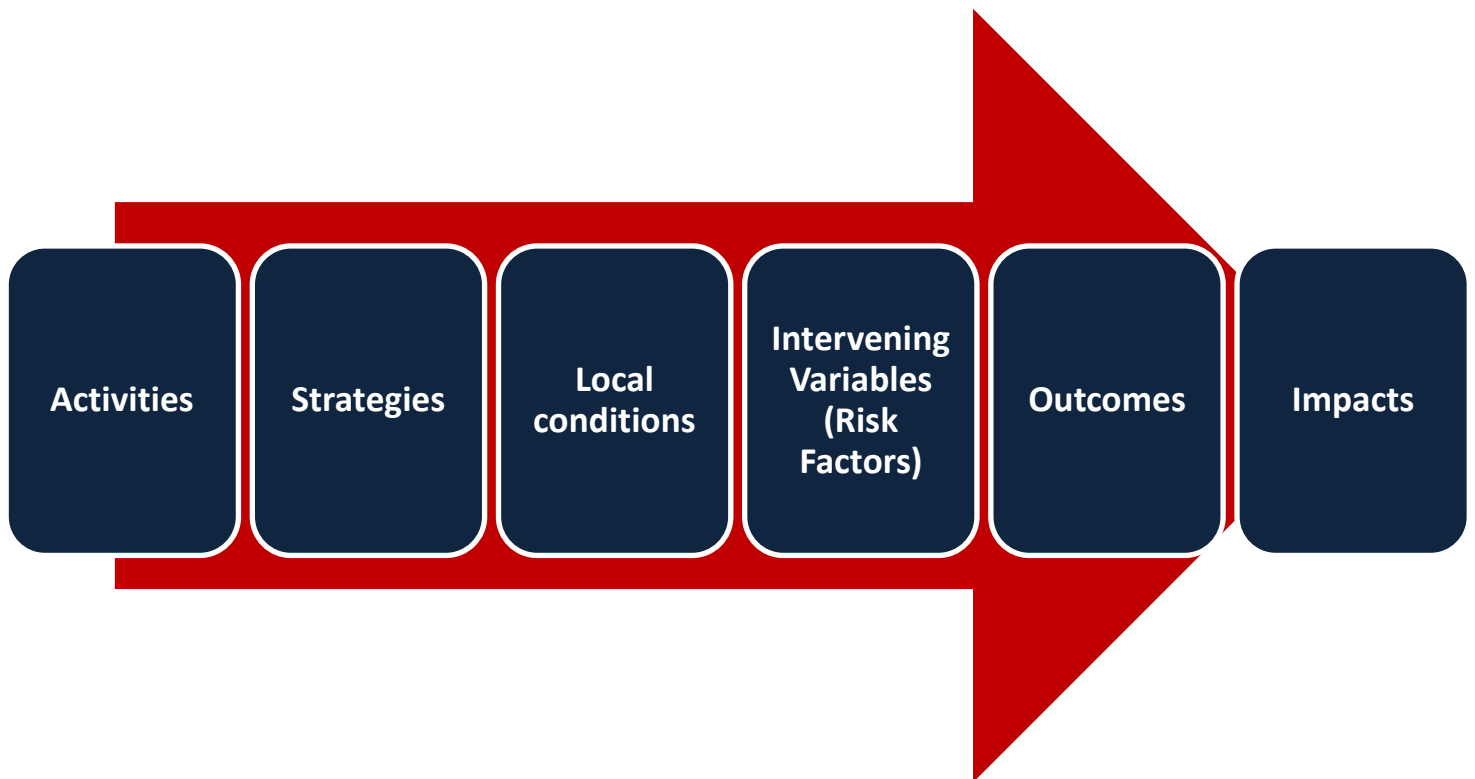
    □ To secure additional funding and resources

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[22] http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/checklist

[23] http://www.samhsa.gov/capt/applying-strategic-prevention-framework/step5-evaluate

Types of Data

- Process data

- Outcome data

- Impact data

What do we evaluate?

| Activities | Strategies | Local conditions | Intervening Variables (Risk Factors) | Outcomes | Impacts |

What else do we evaluate?

- <u>WHAT'S IMPORTANT TO YOUR STAKEHOLDERS!</u>

Monitoring the Evaluation Plan

What are we monitoring?

Process data:	Outcome & impact data:
• Members who participate • Planning products • Media coverage • Use of financial resources • Services provided • Community actions	• Changes in programs • Changes in policies • Changes in practices • Changes in knowledge • Changes in perceptions • Changes in the environment • Changes in behaviors • Changes in health • Changes in overall wellness • **How do these changes impact the community?**