Creating the Picture of Prevention: Putting the Pieces Together

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What is your professional identity?
Public Health & Prevention
## Certifications & Professional Organizations

### Public Health
- Certified Health Education Specialist (CHES & MCHES)
- Certified in Public Health (CPH)
- American/Ohio Public Health Association (APHA/OPHA)
- Society of Public Health Education (SOPHE/Ohio SOPHE)

### Behavioral Health Prevention
- Ohio Certified Prevention Specialist Assistant (OCPSA)
- Ohio Certified Prevention Specialist (OCPS)
- Ohio Certified Prevention Consultant (OCPC)
- ADAPAO
Areas of Responsibility for Health Education

1. Assess Needs, Resources, and Capacity for Health Education/Promotion
2. Plan for Health Education/Promotion
3. Implement Health Education/Promotion
4. Conduct Evaluation and Research Related to Health Education/Promotion
5. Administer and Manage Health Education/Promotion
6. Serve as a Health Education/Promotion Resource Person
7. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession
## Risk & Protective Factors

<table>
<thead>
<tr>
<th>Risk factors</th>
<th>Protective factors</th>
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<tbody>
<tr>
<td>• Difficult temperament</td>
<td>• Easy temperament</td>
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<tr>
<td>• Low self esteem</td>
<td>• Good social and emotional skills</td>
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<tr>
<td>• Negative thinking style</td>
<td>• Optimistic coping style</td>
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<tr>
<td>• Family disharmony, instability or breakup</td>
<td>• Family harmony and stability</td>
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<tr>
<td>• Harsh or inconsistent discipline style</td>
<td>• Supportive parenting</td>
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<td>• Parent/s with mental illness or substance abuse</td>
<td>• Strong family values</td>
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<tr>
<td>• Peer rejection</td>
<td>• Positive school climate that enhances belonging and connectedness</td>
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<td>• School failure</td>
<td>• Involvement with caring adult</td>
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<tr>
<td>• Poor connection to school</td>
<td>• Support available at critical times</td>
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<tr>
<td>• Difficult school transition</td>
<td>• Participation in community networks</td>
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<tr>
<td>• Death of family member</td>
<td>• Access to support services</td>
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<tr>
<td>• Emotional trauma</td>
<td>• Economic security</td>
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<tr>
<td>• Discrimination</td>
<td>• Strong cultural identity and pride</td>
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<tr>
<td>• Isolation</td>
<td></td>
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<tr>
<td>• Socioeconomic disadvantage</td>
<td></td>
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<tr>
<td>• Lack of access to support services</td>
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</tbody>
</table>

### Social
- Participation in community networks
- Access to support services
- Economic security
- Strong cultural identity and pride
Determinants of Health

Genetics/Heredity

Access to Quality Medical Care

Environment

Health Behavior

Social Circumstances

Social Determinants of Health

- Socio-Economic Status
  - Level of Education
  - Income
- Neighborhoods/Community Norms
- Crime & Violence
- Job Opportunities
Levels of Prevention

**Primary**
- Efforts for everyone: education, immunizations, etc.

**Secondary**
- At-risk population: screenings/detection

**Tertiary**
- Diagnosed population: treat & prevent from getting worse

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**IOM Continuum of Care**

- **Universal**
- **Selective & Indicated**
- **Treatment & Recovery Support**
6 CSAP Strategies

- Community-Based Process
- Prevention Education For Individual Change
- Problem Id & Referral
- Information Dissemination
- Environmental for Community Change
- Alternatives
Strategic Prevention Framework

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Public Health Approach

**Agent:** ATOD use and consequences of use

**Host:** ATOD users

**Environment:** Climate that encourages, discourages or sustains substance use.
Strategic Planning Process

Data used throughout the process to inform decisions

Outcomes Based Prevention

Population level changes in consumption and consequence
Health Education: General Steps to Program Development

1. Assessing needs
2. Setting goals & objectives
3. Developing interventions
4. Implementing intervention
5. Evaluating results
Strategic Prevention Framework

Assessment
Profile population needs, resources, and readiness to address needs and gaps

Capacity
Mobilize and/or build capacity to address needs

Planning
Develop a Comprehensive Strategic Plan

Implementation
Implement evidence-based prevention programs and activities

Evaluation
Monitor, evaluate, sustain, and improve or replace those that fail
Socio-Ecological Model

Public Policy national, state, local laws and regulations

Community relationships between organizations

Organizational organizations, social institutions

Interpersonal families, friends, social networks

Individual knowledge, attitudes, skills
Poll Everywhere
Get your phones!

In what level of the Socio-Ecological Model do you spend most of your time working?
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
Group Time!

Break into small groups

How could your group/organization work together with your different backgrounds to create conditions for healthy communities?

List 3-5 ways you could collaborate better.
Take Home Message: Prevention is Prevention.
Thank You!

Best wishes in your public health - prevention collaborations!

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