

# Blending the Head and the Heart: Resiliency With The Pyramid of Success



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*Good Afternoon*



Overview

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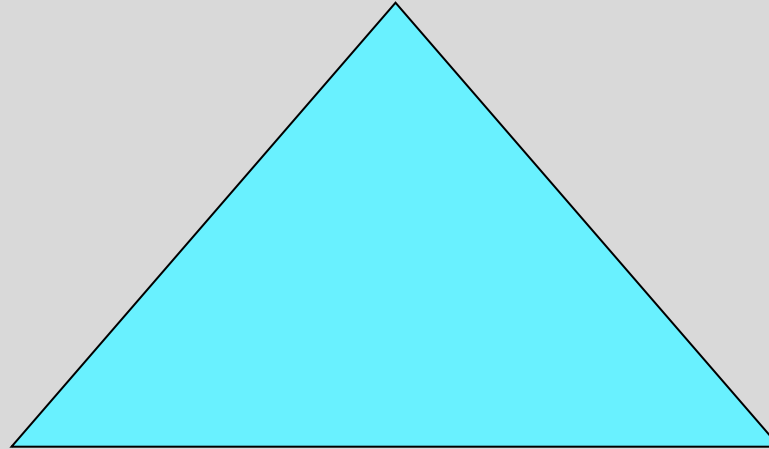
## Objectives

- Utilize each of the components of the Pyramid of Success with their personal and professional efforts
- Have increased resiliency based on the inspiration and insights from long-term advocates of drug and alcohol abuse prevention
- Incorporate specific skills helpful for achieving positive outcomes

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# Pyramid of Success

**Commitment**



**Competence**

**Confidence**

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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

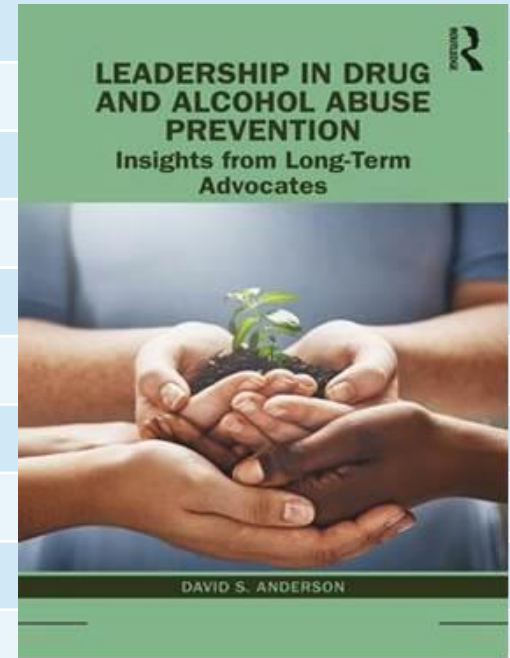
Personal and Professional Strategies

### COMMITMENT

Leadership and Advocacy

Believing in Yourself

Vision for the Future



Routledge Publishers  
[www.routledge.com](http://www.routledge.com)  
September, 2019

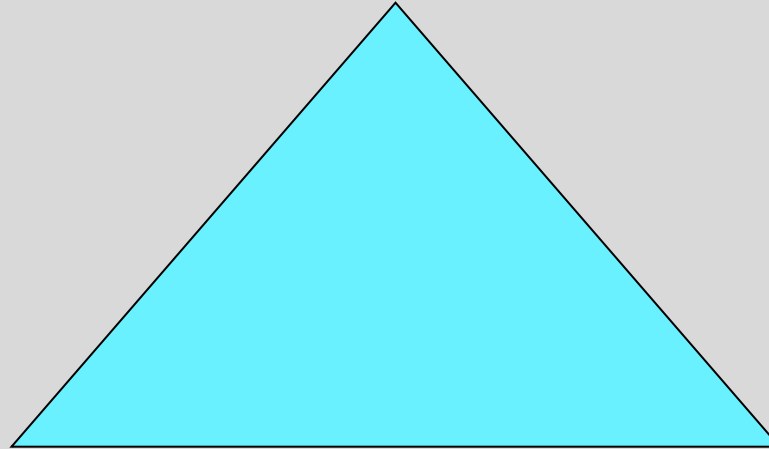
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# Pyramid of Success

**Commitment**



**Competence**

**Confidence**



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## Nature of the Concern: Individual

- Patterns
- Higher Risk Groups
- Reasons for Use
- Consequences
- Substance Use Disorders

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## REFLECTIONS ON INDIVIDUAL CONCERN

*I think that there is a **global misinterpretation** of who is doing what.*

- *Gail Milgram*

*Alcohol abuse is **not the politically correct issue** so it does not get the traction that other issues do.*

- *Kim Dude*

*There is almost a **civil rights issue** associated with drug use; “it’s your body, your brain, you can do what you want.”*

- *Mark Gold*

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# Nature of the Concern: Environmental

The Environment as a  
Facilitator of Change

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## Considerations for Guiding Principles

Remember the Societal Context

Use Needs-Based Approaches

Be Both Evidence-Informed and Creative

Attend to a Comprehensive Effort

Use a Variety of Efforts

Be Organized and Strategic

Emphasize Shared Responsibilities and Accountability

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## REFLECTIONS ON ENVIRONMENTAL CONCERN

*The one area that I think we've really **made a lot of progress in regards to drunk driving** because among this generation of young people almost all use designated drivers. I think that is amazing that the culture was able to make such a switch.*

- *Helene White*

*I think we did a horrible disservice to what we defined as environment as only being policy and enforcement. **Environment is so much more broad, so much more complex, and involves so many more things than just those two elements.***

- *Jeff Linkenbach*

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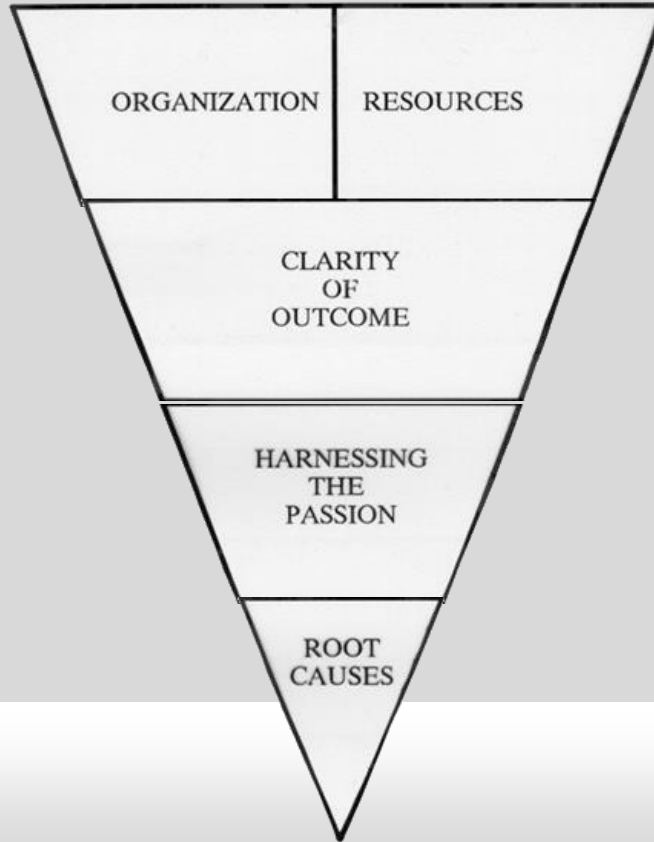


# Why Be Concerned

Root Causes

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## PERCOLATE UP MODEL



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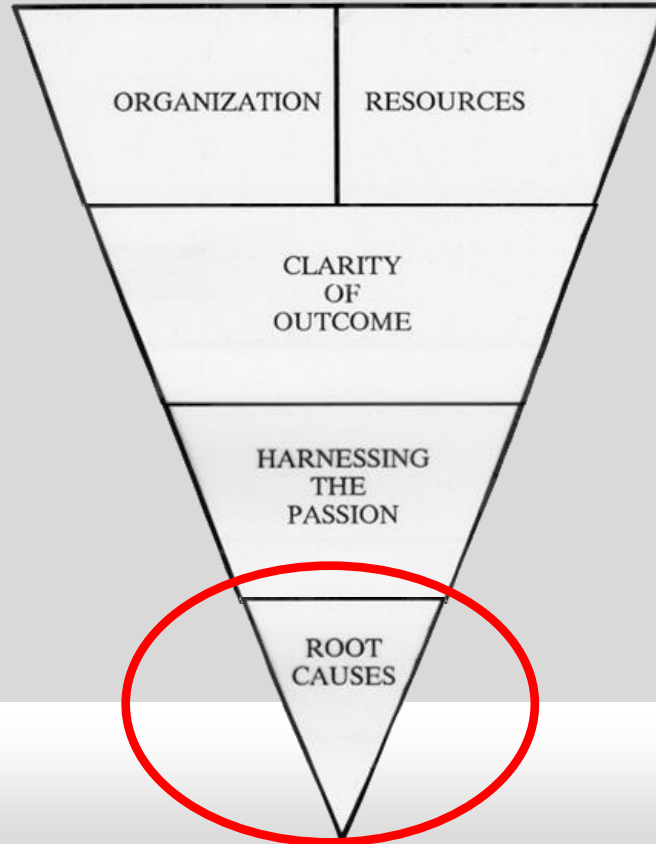
## THE GOOD SHIP VASA: A TENDER SHIP





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## PERCOLATE UP MODEL

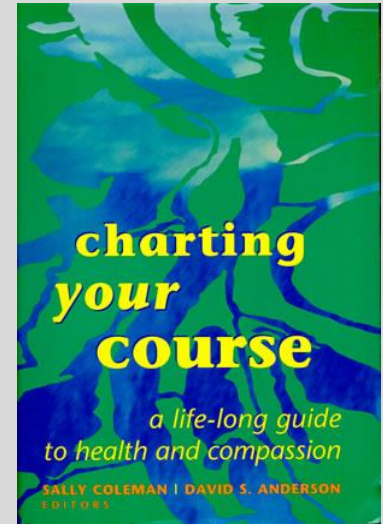


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## LIFE HEALTH PYRAMID



Challenge 2000 Conferences  
1994 and 1995



Coleman, Sally and Anderson, David.  
University of Notre Dame Press. 1998

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## COMPASS: A ROADMAP TO HEALTHY LIVING

The image shows a screenshot of the COMPASS website. At the top, there is a blue header with the COMPASS logo on the left and the George Mason University logo on the right. Below the header is a navigation bar with links for Home, Welcome, About, Topics, Blog, Resources for Professionals, and Contact Us. The main content area features the title "A Roadmap to Healthy Living" and a central graphic with seven icons on a road map background: Nature (green leaf), Optimism (orange plus sign), Relationships (blue doctor), Self-Care (red person), Service (green hand with heart), Values (purple checkmark), and Community (light blue group of people). A tilted image of the COMPASS workbook is overlaid on the Values icon. In the bottom right, there is a "compass roadmap destination health" graphic with a compass and eight steps (Step 1 to Step 8) around it, with a "Click To Begin" button in the center. The website URL [www.compass.gmu.edu](http://www.compass.gmu.edu) is at the bottom left, and [www.caph.gmu.edu](http://www.caph.gmu.edu) is at the bottom right.

**COMPASS**  
A ROADMAP TO HEALTHY LIVING

GEORGE MASON UNIVERSITY

Home Welcome About Topics Blog Resources for Professionals Contact Us

### A Roadmap to Healthy Living

Nature Optimism Relationships Self-Care Service Values Community

compass roadmap destination health

Step 1 Step 2 Step 3 Step 4 Step 5 Step 6 Step 7 Step 8

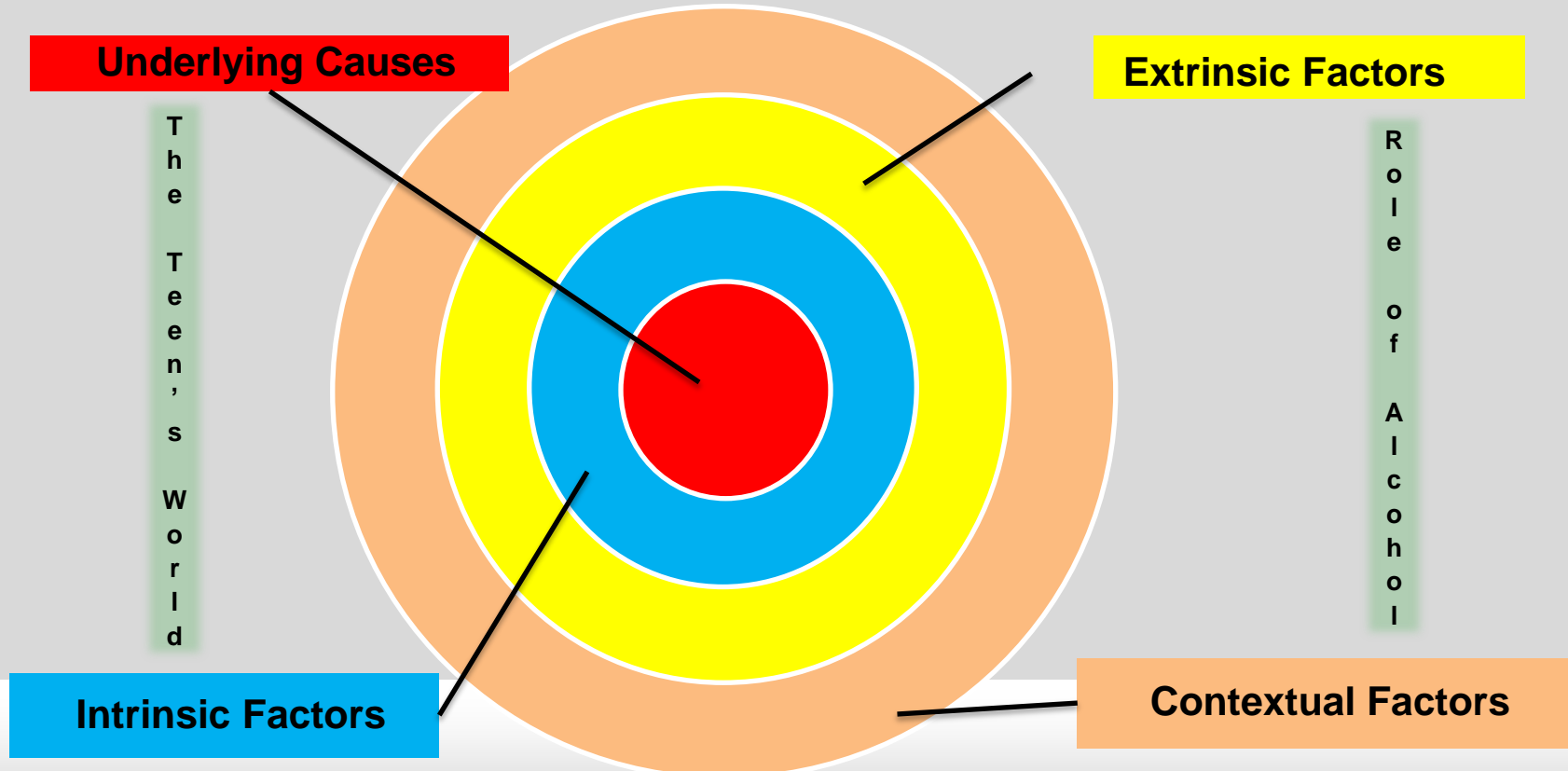
Click To Begin

[www.compass.gmu.edu](http://www.compass.gmu.edu)

[www.caph.gmu.edu](http://www.caph.gmu.edu)

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## Framework for Youth Alcohol Decisions



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## Framework for Youth Risky Alcohol Decisions

| Underlying Causes  | Intrinsic Factors  | Extrinsic Factors   | Contextual Factors   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>*Stress</li> <li>*Feel pressure</li> <li>*Discouragement</li> <li>*Disenfranchised</li> <li>*Lonely</li> <li>*Seeking own identity</li> <li>*Insecure</li> <li>*Hopelessness</li> </ul> | <ul style="list-style-type: none"> <li>*Lack coping skills</li> <li>*Boredom (nothing to do)</li> <li>*Not comfortable being alone</li> <li>*Lack of goals or mission</li> <li>*Escape</li> <li>*To experience things themselves</li> <li>*No reflection</li> <li>*To fit in</li> <li>*To be older</li> <li>*To rebel</li> <li>*Unrealistic expectations (life, situations)</li> </ul> | <ul style="list-style-type: none"> <li>*Lack knowledge and information</li> <li>*Lack meaningful conversation with parents</li> <li>*Lack of role models</li> <li>*Allure (TV, songs, ads)</li> <li>*No substantive, consistent legal consequences</li> <li>*Conflicting messages (adults drink)</li> <li>* Educational dishonesty, inadequacy, mistrust</li> </ul> | <ul style="list-style-type: none"> <li>*Peer acceptability</li> <li>*Peers' encouragement</li> <li>*Ease of access</li> <li>*Party availability</li> <li>*Alcohol is readily available</li> <li>*Societal acceptability</li> </ul> |
| <p><b>The Teen's World</b></p>   |  | <p><b>The Role of Alcohol</b></p>   |  |

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## Framework for Youth Positive Alcohol Decisions

| Underlying or Core Factors   | Intrinsic or Vital Factors   | Extrinsic Factors   | Contextual Factors  |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>*Strong core values</li> <li>*Feel connected to past and future</li> <li>*Has a sense of purpose</li> </ul> | <ul style="list-style-type: none"> <li>*Family bonds</li> <li>*Feeling loved and listened to</li> <li>*Feeling capable (confidence)</li> <li>*Aware of areas of concern</li> <li>*Knows where to turn for assistance</li> <li>*Feels supported</li> <li>*Has balance in life</li> <li>*Good coping skills to deal with anxiety, stress, high expectations</li> <li>*Friends provide support</li> <li>*Friends encourage behavior change as needed</li> </ul> | <ul style="list-style-type: none"> <li>*Spend family time together</li> <li>*Healthy family</li> <li>*Has open communication / conversation with parents</li> <li>*Has meals with families</li> <li>*Has good sense of personal boundaries</li> <li>*Feels affirmation</li> <li>*Has clear and reasonable expectations</li> <li>*Skills to interact with others</li> <li>*Sees parents as partners and guides</li> <li>*Reflect on self</li> <li>*Has positive role models</li> </ul> | <ul style="list-style-type: none"> <li>*Engaged in activities, clubs</li> <li>*Has opportunity to learn by doing, experiment, make mistakes</li> <li>*Is encouraged to stretch and extend comfort zone</li> </ul> |
| <p><b>The Teen's World</b></p>   |  | <p><b>The Role of Alcohol</b></p>   |   |

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## REFLECTIONS ON WHY BE CONCERNED

*There's this brilliant kid, president of the class, stoned every day. All I can say is **what could he have accomplished** had he quit smoking pot? He is just missing out, you know, what potential? You're never going to know the answer.*

- *B.J. McConnell*

*I think we haven't done a terribly good job of figuring out exactly **where alcohol fits in our life**. Therefore, it is an enigma in many ways in the society. I think the problems have been significant and will continue to be significant as we continue to allow advertising, as we continue to essentially allow unhealthy environments around alcohol to be created.*

- *Tom Griffin*

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# Foundational Factors

Paradigms



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**Manage vs. Solve**

**Proximate Outcomes**

**Universal, Selective, Indicated**

**Raise the Bottom**

**Mission Statements**

**Promote vs. Prevent**

**Clear Messaging**

**Positive, Proactive**

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## REFLECTIONS ON FOUNDATIONAL FACTORS

*What surprised me was that the current **Western framework of science to action** was incomplete. It's not that it's wrong but that it's incomplete, and it's also incredibly pervasive. We build so many interventions around the gold standard of the clinical experiment.*

- *Jeff Linkenbach*

*The **supply and demand** problem is only going to get worse with the decriminalization and we don't have any federal support for training. But we are training specialists at a high rate that we may or may not need at all...so we have more dermatologists than we need and probably more plastic surgeons than we need but definitely not enough psychiatrists and addiction medicine providers.*

- *Mark Gold*

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## REFLECTIONS ON FOUNDATIONAL FACTORS

*It almost has to be a **public health model**. It has to be from the pediatrician to the classroom teacher to the science teacher to health education to PE, just like we are trying to deal with obesity.*

- *B.J. McConnell*

*I think we are making progress on getting rid of some of the myths about alcohol and drug use. We're starting to realize now that **drugs have a genetic basis and an environmental basis**. So it really is a disease of lifestyle and not just a religious personality deficit. I think there's optimism or hope because at least we are now better able to understand the causes of drug use and what programs work.*

- *Karol Kumpfer*

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# Intervention, Treatment and Recovery

- Intervention
- Treatment
- Recovery

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## REFLECTIONS ON INTERVENTION, TREATMENT AND RECOVERY

*We have had **more progress on the treatment side** than on the prevention and education side. This is just the new paradigm.*

• *Mark Gold*

*What surprised me is **how little people know or may be are interested in addiction** until it happens to them and then they realize they know nothing and how little they do know.*

• *Teresa Johnston*

*This whole movement towards legalization of marijuana just really concerns me because the average person just says “what’s the big deal” and **they just don’t understand addiction and how insidious it is**. It just gets in there and by the time it’s caught on, you don’t realize how it’s affecting your life and that kind of thing.*

• *Darlind Davis*



# Prevention and Education

- Prevention Outcomes
- Health Promotion
- Risk and Protective Factors
- Prevention Framework

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## REFLECTIONS ON PREVENTION AND EDUCATION

*The average person is exposed (through cable TV and movies and other places) to the fact that they probably know more than ever before about alcohol and drugs. They see people in public life being confronted with it so it's out there. It's just a matter of whether or not they understand **how they can play a part in reducing it in order to have a better quality of life.***

- *Darlind Davis*

*There is another kind of knowledge and authority, than professional. And that is with experience. And that is the basis of **self-help groups**. All self-help groups are organized around the lived experience of people with similar experiences.*

- *Thomasina Borkman*

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## REFLECTIONS ON PREVENTION AND EDUCATION

*Substance abuse prevention, although it is identified as an important issue, **does not take priority** because of some other higher risk issues that we deal with on health and safety.*

- *Mary Wilfert*

*I was surprised at how easily professionals in the prevention community would gravitate to the **easy programs**. I began to get it once I realized how they were being evaluated, by state agencies, funding, or organizations who were saying we need to see stuff get done and that got translated as “how many brochures do I give out, how many classes did I teach, how many trainings did I give?” So I was a little surprised that they were not as **science grounded** as I thought they should have been.*

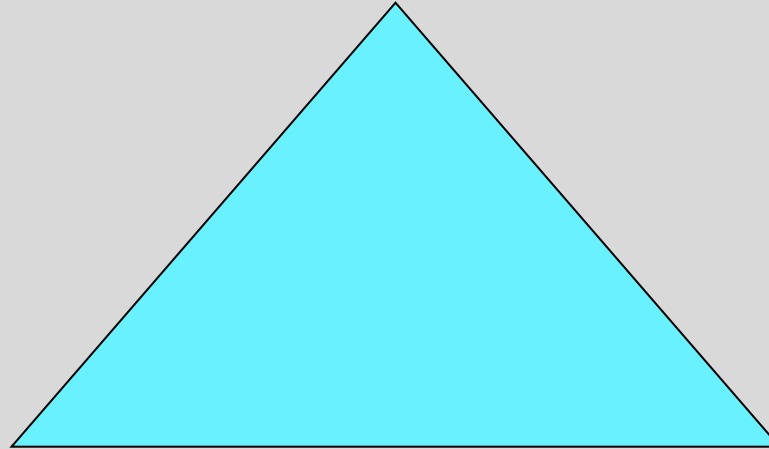
- *Steve Schmidt*



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# Pyramid of Success

**Commitment**



**Competence**

**Confidence**

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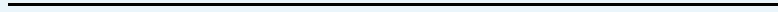
# Helpful Processes

- Planned Change
- A Planning Framework

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## Force Field Analysis

Desired State



of Affairs

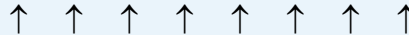
***Restraining Forces***



Current State



of Affairs

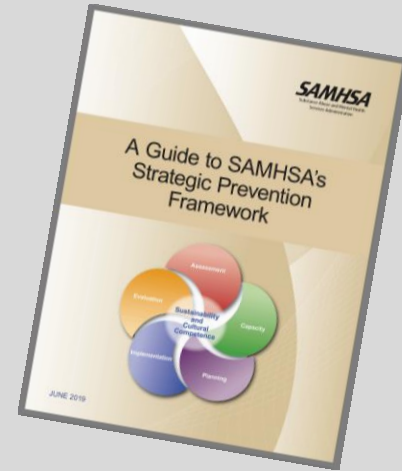


***Driving Forces***

- Problem Specification
- Desired Results
- Driving Forces
- Restraining Forces
- Prioritization
- Strategy Development

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## The Strategic Prevention Framework



<https://www.samhsa.gov/>

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## Action Planner

**Institutionalize**

**Coordinate**

**Articulate and Market**

**Prioritize Action**

**Clarify Needs and Assess Resources**

**Set Vision and Goals**

**Determine Guiding Principles**

**Establish a Task Force**

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## Planning Framework



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## REFLECTIONS ON HELPFUL PROCESSES

*If you look at this statistically it's a little bit of **motion versus movement** and I think that's because of these issues which are behavioral and cultural. And if you look at Monitoring the Future from one year to the next, you're not going to see behavior change happen in one year's time. And so I think you really have to **have the long view** and I think you have to be open to being creative and so you have to challenge yourself to have a long view.*

• *Ralph Blackman*

*I think most of my things that I ever accomplished in life was because I had a problem and had to **find a solution** for it.*

• *Mary Hill*

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# Resourceful Approaches

- A Planning Grid



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## A PLANNING GRID

### Components

|                  | COMPONENTS |            |              |               |                  |         |       |           |
|------------------|------------|------------|--------------|---------------|------------------|---------|-------|-----------|
| GROUPS           | Leadership | Governance | Student Life | Academic Life | Student Services | Faculty | Staff | Community |
|                  | Leadership |            |              |               |                  |         |       |           |
| Governance       |            |            |              |               |                  |         |       |           |
| Student Life     |            |            |              |               |                  |         |       |           |
| Academic Life    |            |            |              |               |                  |         |       |           |
| Student Services |            |            |              |               |                  |         |       |           |
| Faculty          |            |            |              |               |                  |         |       |           |
| Staff            |            |            |              |               |                  |         |       |           |
| Community        |            |            |              |               |                  |         |       |           |

- Policies & Implementation
- Curriculum
- Awareness & Information
- Support & Intervention
- Enforcement
- Assessment & Evaluation
- Training
- Staffing & Resources

<https://caph.gmu.edu/resources/college/create>

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## A PLANNING GRID

### Groups

- Campus Leadership
- Coordinator
- Health and Counseling
- Student Life
- Police and Security
- Faculty
- Residence Life
- Student Government
- Student Groups
- Community



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## A PLANNING GRID

**PROMISING PRACTICES:** **CAMPUS ALCOHOL STRATEGIES**

**GROUPS**

| GROUP               | DESCRIPTION | UNIVERSITY |
|---------------------|-------------|------------|
| ALPHA CHI OMEGA     |             |            |
| ALPHA EPSILON       |             |            |
| ALPHA KAPPA         |             |            |
| ALPHA KAPPA ALPHA   |             |            |
| ALPHA KAPPA EPSILON |             |            |
| ALPHA KAPPA IOTA    |             |            |
| ALPHA KAPPA KAPPA   |             |            |
| ALPHA KAPPA LAMBDA  |             |            |
| ALPHA KAPPA MU      |             |            |
| ALPHA KAPPA NU      |             |            |
| ALPHA KAPPA Xi      |             |            |
| ALPHA KAPPA Omicron |             |            |
| ALPHA KAPPA Pi      |             |            |
| ALPHA KAPPA RHO     |             |            |
| ALPHA KAPPA SIGMA   |             |            |
| ALPHA KAPPA TAU     |             |            |
| ALPHA KAPPA Upsilon |             |            |
| ALPHA KAPPA Phi     |             |            |
| ALPHA KAPPA Chi     |             |            |
| ALPHA KAPPA Psi     |             |            |
| ALPHA KAPPA Omega   |             |            |

### PROMISING PRACTICES: CAMPUS ALCOHOL STRATEGIES STUDENT GROUPS

|   |   |
|---|---|
| <p><b>POLICIES AND IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>PARTICIPATE IN DEVELOPMENT AND REVIEW OF CAMPUS POLICY - <b>Southeastern Louisiana University:</b> New policies for theme parties by Greek representatives (3.8.18)</li> <li>UNDERSTAND AND PROMOTE ACCURATE INTERPRETATION OF POLICIES AND RELATED ISSUES AMONG THE GROUP MEMBERSHIP - <b>United States Military Academy:</b> Signed certificate by cadets to indicate understanding of alcohol-related issues (2.40)</li> <li>COLLABORATE WITH CAMPUS AND COMMUNITY ON CONCERNS AND POLICY ISSUES - <b>Eastern Kentucky University:</b> Committee review and update of alcohol policies (2.41)</li> </ul>  | <p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>PROMOTE THE INCLUSION OF ALCOHOL-RELATED ISSUES IN COURSE PROGRAMS OF STUDY - <b>Iowa State University:</b> Media campaign in classes for peer educators (3.3.7)</li> <li>PROVIDE PEER-LED PRESENTATIONS IN ACADEMIC COURSES - <b>Sacramento State University:</b> Slide presentation on alcohol abuse (3.2.21)</li> <li>ENCOURAGE INTEGRATION OF PRACTICAL EXPERIENCE INTO ACADEMIC CURRICULUM - <b>Clemson University:</b> Peer educator training for academic credit (3.5.5)</li> </ul>  |
| <p><b>AWARENESS AND INFORMATION</b></p> <ul style="list-style-type: none"> <li>DISCUSS WITH MEMBERSHIP PERSONAL AND GROUP RESPONSIBILITY, ROLE MODELING, SOCIAL EVENT HOSTING, AND REFUSAL SKILLS - <b>Luther College:</b> Athletic team discussions on group expectations and behavioral standards (3.4.10)</li> <li>PARTICIPATE IN AWARENESS CAMPAIGNS AND PLAN ALCOHOL EDUCATION EVENTS - <b>Dickinson College:</b> Carnival event with human challenge games (3.1.31)</li> <li>SPONSOR PEER-LED ACTIVITIES THAT EMPHASIZE HEALTHY LIFESTYLES AND LOW-RISK BEHAVIORS - <b>Mississippi State University:</b> Quiz show during halftime of basketball games (3.1.13)</li> <li>DISTRIBUTE PEER-DEVELOPED INFORMATION MATERIALS - <b>San Diego State University:</b> Multimedia materials such as banners, TV/radio announcements, and handbooks (3.4.18)</li> </ul> | <p><b>SUPPORT AND INTERVENTION</b></p> <ul style="list-style-type: none"> <li>INTERVENE AND REFER STUDENTS AS APPROPRIATE - <b>Villanova University:</b> Referral by trained Greek representatives of individuals experiencing alcohol problems (3.4.9)</li> <li>PROVIDE SUPPORT TO STUDENTS EXPERIENCING PROBLEMS - <b>Jeppia Community College:</b> Support group for students in recovery (3.4.1)</li> <li>VOLUNTEER IN CAMPUS AND COMMUNITY SERVICE ACTIVITIES - <b>Louisiana State University:</b> Alcohol free events and volunteer activities by network of student organizations (3.4.3)</li> </ul> |

**Student Groups** includes students involved in peer education, athletics, fraternities and sororities, intramural activities, clubs, and student organizations.

|  |  |
|--|--|
| <p><b>ASSESSMENT AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>MONITOR THE CAMPUS ENVIRONMENT FOR CURRENT STUDENT NEEDS - <b>University of Missouri - Columbia:</b> Survey to measure a student's state of change (3.10.12)</li> <li>SUPPORT AND PARTICIPATE IN CAMPUS-WIDE EFFORTS TO GATHER DATA - <b>Washington State University:</b> Questionnaire for students regarding alcohol usage beliefs and behaviors (3.2.17)</li> <li>PARTICIPATE IN FOCUS GROUP ACTIVITIES - <b>Mansfield University:</b> Needs assessment for campus Greek organizations (3.10.15)</li> <li>CONDUCT PERIODIC REVIEW OF PROGRAMS, PROCEDURES, ATTITUDES, AND BEHAVIORS OF MEMBERSHIP - <b>St. John's University:</b> Survey of athletes regarding quantity and frequency of drinking behavior (3.10.13)</li> </ul>  | <p><b>TRAINING</b></p> <ul style="list-style-type: none"> <li>ENHANCE SKILLS OF GROUP MEMBERS ON PROBLEM IDENTIFICATION, REFERRAL, AND RELATED TOPICS - <b>Longwood College:</b> Identification and response to crisis situations by trained wellness advocates (3.5.8)</li> <li>TRAIN SELECT MEMBERS OF GROUPS TO SERVE AS GROUP RESOURCES - <b>Ashland University:</b> Training for members of athletic teams in health-related areas (3.5.6)</li> <li>ENCOURAGE PEER-FACILITATED TRAINING FOR OTHER STUDENTS - <b>University of Houston:</b> Training of students by peer educators in implementation of prevention programs and workshops (3.5.10)</li> <li>PROVIDE TRAINING FOR STUDENTS TO ACT AS OUTREACH WORKERS TO LOCAL SCHOOLS AND COMMUNITY GROUPS - <b>Texas Christian University:</b> Athlete presentation of prevention programs in local schools (2.22)</li> </ul> |
| <p><b>STAFFING AND RESOURCES</b></p> <ul style="list-style-type: none"> <li>DEVELOP EDUCATIONAL PROGRAMS FOR CAMPUS AND COMMUNITY GROUPS - <b>Louisiana State University:</b> Programs in awareness, community action, education, and support (3.4.16)</li> <li>ASSIST CAMPUS ORGANIZATIONS IN EVENT PLANNING AND IMPLEMENTATION - <b>University of Redlands:</b> Student monitoring of events serving alcohol (3.7.15)</li> <li>SUPPORT PEER EDUCATORS/HELPERS BY PROMOTING TRAINING AND PARTICIPATING IN PROGRAMS - <b>University of Pennsylvania:</b> Participation by Greek pledges in workshop on alcohol misuse and sexual violence (3.2.21)</li> <li>ENCOURAGE ALLOCATION OF SUFFICIENT PROFESSIONAL PERSONNEL</li> <li>PARTICIPATE IN TASK FORCE ACTIVITIES SUCH AS DISTRIBUTING EDUCATIONAL MATERIALS - <b>Creighton University:</b> Presentations by student peer educators to any group (3.4.18)</li> </ul> | <p><b>ENFORCEMENT</b></p> <ul style="list-style-type: none"> <li>PUBLICIZE CONSEQUENCES OF POLICY INFRACTIONS</li> <li>SUPPORT CONSISTENT ENFORCEMENT OF POLICIES - <b>University of Virginia:</b> Student-monitoring system for fraternity-hosted parties (2.5)</li> <li>PARTICIPATE IN STUDENT JUDICIAL PROCESSES - <b>Doane College:</b> Peer judicial board sanctions for policy violations (3.9.21)</li> </ul>  |

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## A PLANNING GRID

### AWARENESS AND INFORMATION

- DISCUSS WITH MEMBERSHIP PERSONAL AND GROUP RESPONSIBILITY, ROLE MODELING, SOCIAL EVENT HOSTING, AND REFUSAL SKILLS - **Luther College**: Athletic team discussions on group expectations and behavioral standards (3.4.10)
- PARTICIPATE IN AWARENESS CAMPAIGNS AND PLAN ALCOHOL EDUCATION EVENTS - **Dickinson College**: Carnival event with human challenge games (3.1.31)
- SPONSOR PEER-LED ACTIVITIES THAT EMPHASIZE HEALTHY LIFESTYLES AND LOW-RISK BEHAVIORS - **Mississippi State University**: Quiz show during halftime of basketball games (3.1.13)
- DISTRIBUTE PEER-DEVELOPED INFORMATION MATERIALS - **San Diego State University**: Multimedia materials such as banners, TV/radio announcements, and handbooks (3.4.18)

### TRAINING

- ENHANCE SKILLS OF GROUP MEMBERS ON PROBLEM IDENTIFICATION, REFERRAL, AND RELATED TOPICS - **Longwood College**: Identification and response to crisis situations by trained wellness advocates (3.5.8)
- TRAIN SELECT MEMBERS OF GROUPS TO SERVE AS GROUP RESOURCES - **Ashland University**: Training for members of athletic teams in health-related areas (3.5.6)

### STAFFING AND RESOURCES

- DEVELOP EDUCATIONAL PROGRAMS FOR CAMPUS AND COMMUNITY GROUPS - **Louisiana State University**: Programs in awareness, community action, education, and support (3.4.16)
- ASSIST CAMPUS ORGANIZATIONS IN EVENT PLANNING AND IMPLEMENTATION - **University of Redlands**: Student monitoring of events serving alcohol (3.7.15)
- SUPPORT PEER EDUCATORS/HELPERS BY PROMOTING TRAINING AND PARTICIPATING IN PROGRAMS - **University of Pennsylvania**: Participation by Greek pledges in workshop on alcohol misuse and sexual violence (3.2.21)
- ENCOURAGE ALLOCATION OF SUFFICIENT PROFESSIONAL PERSONNEL
- PARTICIPATE IN TASK FORCE ACTIVITIES SUCH AS DISTRIBUTING EDUCATIONAL MATERIALS - **Creighton University**: Presentations by student peer educators to any group (3.4.18)

STUDENTS -  
educators in imple-  
(5.10)  
CH WORKERS TO  
**Christian University**:  
chools (2.22)

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## REFLECTIONS ON RESOURCEFUL APPROACHES

*I thought that law enforcement was the answer. Then I thought education was the answer. Then I thought policy was the answer. Then I thought parents were the answer and you know what..... **it's all of them, with a lot of luck.** Every one of us as parents know how close we've probably come to that awful phone call. Good parents, good people, well intended, attentive, involved.*

- *B.J. McConnell*

*It is extremely difficult to move that needle, to have the change with use of drugs and alcohol.*

- *Bill Modzeleski*

*Wouldn't it be wonderful if we could **take AlAnon principles** of how you can negatively hurt people by enabling, and translate that into more of an understood public view.*

- *Thomasina Borkman*

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The screenshot shows the SAMHSA website home page. At the top left is the SAMHSA logo with the text "Substance Abuse and Mental Health Services Administration". To the right are navigation links for "Home", "Site Map", and "Contact Us", and a search bar for "Search SAMHSA.gov". Below the header is a horizontal menu with categories: "Find Treatment", "Practitioner Training", "Public Messages", "Grants", "Data", "Programs", "Newsroom", "About Us", and "Publications". A "SHARE" button is visible. The main content area features a large banner for the "i talk they hear you" campaign, titled "Substance Use Prevention" and "Talk. They Hear You." Below the banner is a paragraph explaining the campaign's goal: "SAMHSA's substance use prevention campaign helps parents and caregivers start talking to their children early about the dangers of alcohol and other drugs." A large image shows a family sitting on a bench. A button says "Check out the PSAs". Below this are smaller images of people talking. A "Take Action" section includes a "#WeTalked" button and text: "Use the #WeTalked hashtag (PDF | 5.3 MB) and share the steps you're taking to prevent". On the right side, there is a "Featured Resources" section with four video thumbnails and links: "Watch our new TV PSA, 'Keeping Our Kids Safe'", "Watch our new TV PSA, 'Reminiscing'", "Watch our new TV PSA, 'We Do Hear You'", and "Watch our Discussion Starter Video". Below that is a link to "Listen to our Soundtrack, 'Talk, They Hear You.'" and an "En Español" link.



<https://www.samhsa.gov/underage-drinking>

The screenshot shows the "GET SMART ABOUT DRUGS" website. The header includes the title "GET SMART ABOUT DRUGS" and the subtitle "A DEA RESOURCE FOR PARENTS, EDUCATORS & CAREGIVERS". There is a search bar for "Search Get Smart About Drugs" and three buttons: "GET UPDATES", "DOWNLOAD DEA PUBLICATIONS", and "FIND HELP". Below the header is a navigation menu: "HOME", "DRUGS & PARAPHERNALIA", "NEWS, TRENDS & STATISTICS", "DRUGS & YOUR FAMILY", "CONSEQUENCES", and "GET INVOLVED". The main content area is split into two columns. The left column has a "Be Informed." section with a search bar for "Search for information about a drug" (with subtext "Search by Name or Street Name"), a dropdown menu for "- Any -", and a "SEARCH" button. Below this is a "MARIJUANA" image with a "DEA" logo. The right column has a "Site Search" section with social media share buttons (Like 2, Tweet, Save, Share 18) and three article links: "Avoiding Drug Use Can Be a Family Choice", "Today's high potency weed raises risk of anxiety and addiction, study says", and "Free Online Prevention and Early Intervention Resources". Below these are two more links: "Does Your Family Know the Risks of Misusing Opioids?" and "DEA releases 2020 Drugs of Abuse Resource Guide". A small text at the bottom of the right column says "This digital guide is a tool for educators, law enforcement, substance misuse practitioners".



<https://www.getsmartaboutdrugs.gov/site-search?search=parents>

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## HELPFUL NATIONAL RESOURCES

NIH National Institute on Alcohol Abuse and Alcoholism  
NIH...Turning Discovery Into Health®

Donations | Join a Clinical Study | Alcohol Treatment Navigator

Alcohol's Effects on Health  
Publications & Multimedia  
Research  
Research Training  
Grants Funding  
News & Events  
About NIAAA

### Alcohol's Effects on Health

Research-based information on drinking and its impact

**COVID-19 is an emerging, rapidly evolving situation.**

Get the latest public health information from CDC: <https://www.cdc.gov/coronavirus>  
Get the latest research information from NIH: <https://www.nih.gov/coronavirus>

If you need alcohol treatment while practicing physical distancing, there are several [professionally led treatment and mutual support group options](#) available to you.

Home » Alcohol's Effects on Health

#### Alcohol Basics

12 oz of regular beer = 5 oz of table wine = 1.5 fl oz shot of distilled spirits (gin, rum, tequila, vodka, whiskey, etc.)

Alcohol affects blood alcohol drinks per Male Drinking Female

NIH National Institute on Alcohol Abuse and Alcoholism  
NIH...Turning Discovery Into Health®

<https://www.niaaa.nih.gov/alcohols-effects-health>

NIH National Institute on Drug Abuse  
Advancing Addiction Science

Search

Home Drug Topics Research & Training Clinical Resources Grants & Funding News & Events About NIDA

Home / Drug Topics / Parents & Educators

### Parents & Educators

Find the latest science-based information about the health effects and consequences of drug use and addiction and resources for talking with kids about the impact of drug use on health.

Photo by [iStock.com/Ridofranz](#)

### Encouragement Is Key

Many successful people remember the encouragement of a parent, teacher, or other adult.

Family Checkup

**Looking for Treatment?** Use the [SAMHSA Treatment Locator](#) or call **1-800-662-HELP (4357)**.

NIH National Institute on Drug Abuse  
Advancing Addiction Science

<https://www.drugabuse.gov/drug-topics/parents-educators>

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## HELPFUL NATIONAL RESOURCES

A LIFETIME OF CONVERSATIONS: [Discuss Alcohol with Kids](#) [End Teenage Drinking](#) [College Students & Alcohol](#)

Home > [Prevent Underage Drinking](#) > [End Teenage Drinking](#) > [Advice on Parenting Teens Responsibly](#)

Parenting *on* RESPONSIBILITY

From books to blogs and Instagram posts to Facebook groups – parents today are rarely without a place to turn when it comes to advice and community. Sometimes though, it’s hard to know where to start, and sifting through the expanse of parenting content can feel like information overload. We’ve curated topical expert advice *On Responsibility* to get you started.

### Advice on Parenting Teens Responsibly

Teenagers are faced with countless pressures – on top of academics, sports, and extracurriculars, kids today are growing up with technology, social media and increased stress and anxiety. Navigating these years with your kids can prove overwhelming for any family, giving them the tools to make good decisions despite the pressure and stress they may face is crucial.

*On Responsibility* is a video series featuring unique leaders in parenting and beyond. Our experts offer thoughtful and practical advice to parents as they navigate the teenage years with their kids, sharing skills and tips they’ve learned to help raise responsible teenagers.



CADCA Building drug-free communities. [DONATE](#) [MEMBER LOGIN](#)

POLICY TRAINING NEWS RESOURCES CAMPAIGNS INSTITUTE INTERNATIONAL ABOUT US

### RESOURCES

Welcome to CADCA's Resources section. Here, you can access CADCA's wide range of tools and publications, such as our popular Strategizer technical assistance manuals or the Primer Series – a series of publications developed by CADCA's National Coalition Institute to help coalitions understand and implement the Strategic Prevention Framework. Whether you are a community coalition leader, a prevention specialist, an addiction professional or a researcher, CADCA offers a myriad of short and long-form publications, webinars, podcasts, CADCA TV broadcast shows and toolkits to help you prevent and reduce alcohol, tobacco or other drugs.

### Featured

|   |                            |  |  |
|---|----------------------------|--|--|
| <p><b>12</b><br/>PRACTICAL THEORIST<br/>Cannabis<br/>The Current State of Affairs</p> | <p>Webinar<br/>Shift</p>   | <p><b>GATEWAY</b><br/>A STORY OF HOW SURGERY AND OPIOIDS TRANSFORMED THE LIVES OF THREE FAMILIES</p> | <p><b>11</b><br/>PRACTICAL THEORIST<br/>Electronic Nicotine Delivery Systems</p> |
| New Practical Theorist Available  | CADCA's Webinar Wednesdays | Gateway Film: A Story of How Surgery and Opioids Transformed the Lives...                            | Practical Theorist 11 - Electronic Nicotine Delivery Systems: Juuling...         |

CADCA Building drug-free communities.

<https://www.cadca.org/resources>

<https://www.responsibility.org/prevent-underage-drinking/end-teenage-drinking/parenting-teens/>



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# Personal / Professional Strategies

- Communication Foundations

## Clarifying Desired Outcomes

What is it that you want the audience to.....

KNOW




FEEL

DO

....as a result of your communications efforts?

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## Tools and Resources

| <b>Data and Documentation</b>  | <b>Examples</b>               |
|--|-------------------------------|
| <b>Testimonials</b>  | <b>Expert Statements</b>      |
| <b>Scenarios</b>          | <b>Creative Epidemiology</b>  |
| <b>Social Marketing</b>   | <b>Social Norms Marketing</b> |
|  <b>Linking and Pairing</b> | <b>Positioning</b>            |
| <b>Bookends</b>  | <b>Blending</b>               |
| <b>Miscellaneous:</b> humor, acronym, easy phone number, memorable website                                 |                               |

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## Creative Epidemiology

children, out of poverty in 2018.  
*Agricultural Dept. Flooded With Appeals  
To Abandon Purge of Food Stamp Users A19*

•

Earth is frequently exposed to  
extraterrestrial matter; 40,000 tons  
of the stuff settle on the planet every  
year, enough to fill 1,000  
tractor-trailers.

*Space Dust Could Be Cool D4*

•

Cars made up more than one-third of  
the goods by value Japan shipped to

New York Times  
September 24, 2019

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## Social Norms Marketing



University of Missouri

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## Linking and Pairing

|                    |                       |                     |
|--------------------|-----------------------|---------------------|
|                    |                       |                     |
| <b>Images</b>      | <b>National Week</b>  | <b>Associations</b> |
| <b>Seasonal</b>    | <b>Something New</b>  | <b>Historical</b>   |
| <b>Contrast</b>    | <b>Repeat/Renewal</b> | <b>Comparisons</b>  |
| <b>Celebratory</b> | <b>Endorsement</b>    | <b>Relevant</b>     |

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## Link to a Current or Established Issue

This week the World Health Organization is holding what it calls the first global conference on air pollution and health at its headquarters in Geneva.

Air pollution has become the “new tobacco,” its director general, Dr. Tedros Adhanom Ghebreyesus, wrote in an op-ed last week. “The world has turned the corner on tobacco,” it said. “Now it must do the same for the ‘new tobacco’: the toxic air that billions breathe.”

In its new report, the United Nations Environment Program outlined 25 measures that could easily reduce air pollution (which also contributes to climate change). One tactic: stopping the burn-

New York Times  
October 31, 2018

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## Sampling of Health Observances

### National Health Observances 2019 at a Glance

National Health Information Center

#### September

- **Childhood Cancer Awareness Month**
- **Healthy Aging <sup>®</sup> Month**
- **National Atrial Fibrillation Awareness Month**
- **National Childhood Obesity Awareness Month**
- **National Food Safety Education Month**
- **National ITP Awareness Month**
- **National Pediculosis Prevention Month/Head Lice Prevention Month**
- **National Preparedness Month**
- **National Recovery Month**
- **National Sickle Cell Month**
- **National Traumatic Brain Injury Awareness Month**
- **National Yoga Awareness Month**
- **Newborn Screening Awareness Month**
- **Ovarian Cancer Awareness Month**
- **Pain Awareness Month**
- **Prostate Cancer Awareness Month**
- **Sepsis Awareness Month**
- **Sexual Health Awareness Month**
- **Whole Grains Month**

<https://healthfinder.gov/nho/nhoyear.aspx?year=2019>

<https://health.gov/>



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## On This Day in History - - - September 22

1862

President Abraham Lincoln issued a preliminary Emancipation Proclamation.

1961

President John Kennedy signed Peace Corps legislation, establishing this as a permanent government agency and marking an important victory for his Cold War foreign policy.

1953

The famous "Four-level" opens in Los Angeles. This was the first four-level "stack" interchange in the world, with 32 lanes of traffic weaving in 8 directions at once.

1985

The first Farm Aid concert was held in Champaign, Illinois.

1921

Music Box Theater opened at 239 W. 45<sup>th</sup> Street in New York City.

1994

The television sitcom "Friends" debuts. This focused on six young adults living in New York City, and became a huge hit and aired for 10 seasons.

Switzerland became an independent state.

1499

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## COMMUNICATION RESOURCE

### HEALTH AND SAFETY COMMUNICATIONS MODEL

Health and Safety Communications

The Audience

Aims and Goals

Know-Feel-Do Strategies

Approaches

Review, Revise and Refine

### HEALTH AND SAFETY COMMUNICATIONS APPROACHES

Campaigns

Printed Materials

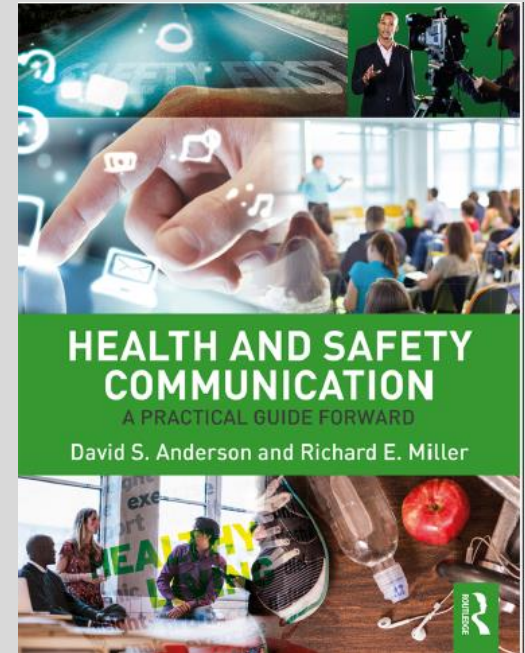
Working with the Media

A Public Presence

Workshops

Social Media

Pulling it Together



Routledge Publishers  
[www.routledge.com](http://www.routledge.com)

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## REFLECTIONS ON PERSONAL / PROFESSIONAL STRATEGIES

*We never viewed this issue as a **marketing issue**. It is about getting a group of kids and asking, “what’s the best way to sell it to you?” And so you get that input. There was this reluctance for the longest period of time to use those people who we were targeting as resources for steering us in the right direction. And we relied solely on “we know what’s best for you.”*

- *Bill Modzeleski*

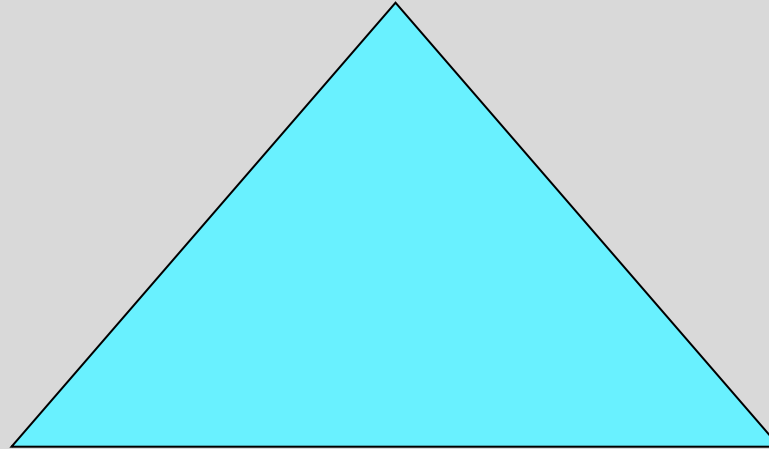
*What I do know is that using the measure of drug use alone has not been able to influence people; we have not been able to engage decision-makers. So is there a better measure that we can use to engage, that **strikes the heart of decision-makers** so they say “oh, we better do something about this.”*

- *Bill Modzeleski*

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# Pyramid of Success

**Commitment**



**Competence**

**Confidence**

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# Leadership and Advocacy

- Leadership
- Ethics
- Continually Changing Society

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# LEADERSHIP

*Visionary Leadership*

How to Win Friends and Influence People

**Dare to Lead**

**21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You**

Influence: The Psychology of Persuasion

**Thinking, Fast and Slow**

**The Leader Who Had No Title**

**Give and Take**

**Leadership is an Art**

Leadership in Turbulent Times

**Servant Leadership**

**Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value**

**7 Habits of Highly Effective People**

**You're in Charge – Now What? The 8-Point Plan**

*In Search of Excellence*



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## REFLECTIONS ON LEADERSHIP AND ADVOCACY

*So leadership, I think that classic someone willing to **use their position for a bully pulpit** to get leaders involved, it was very helpful.*

- *Steve Schmidt*

*I think leadership has to recognize that it needs to **walk hand-in-hand with the peer movement**, with empowering young people. Obviously policy is important, information and data collection are important for all of these levels leaders to do, and to pay attention to.*

- *Mary Wilfert*

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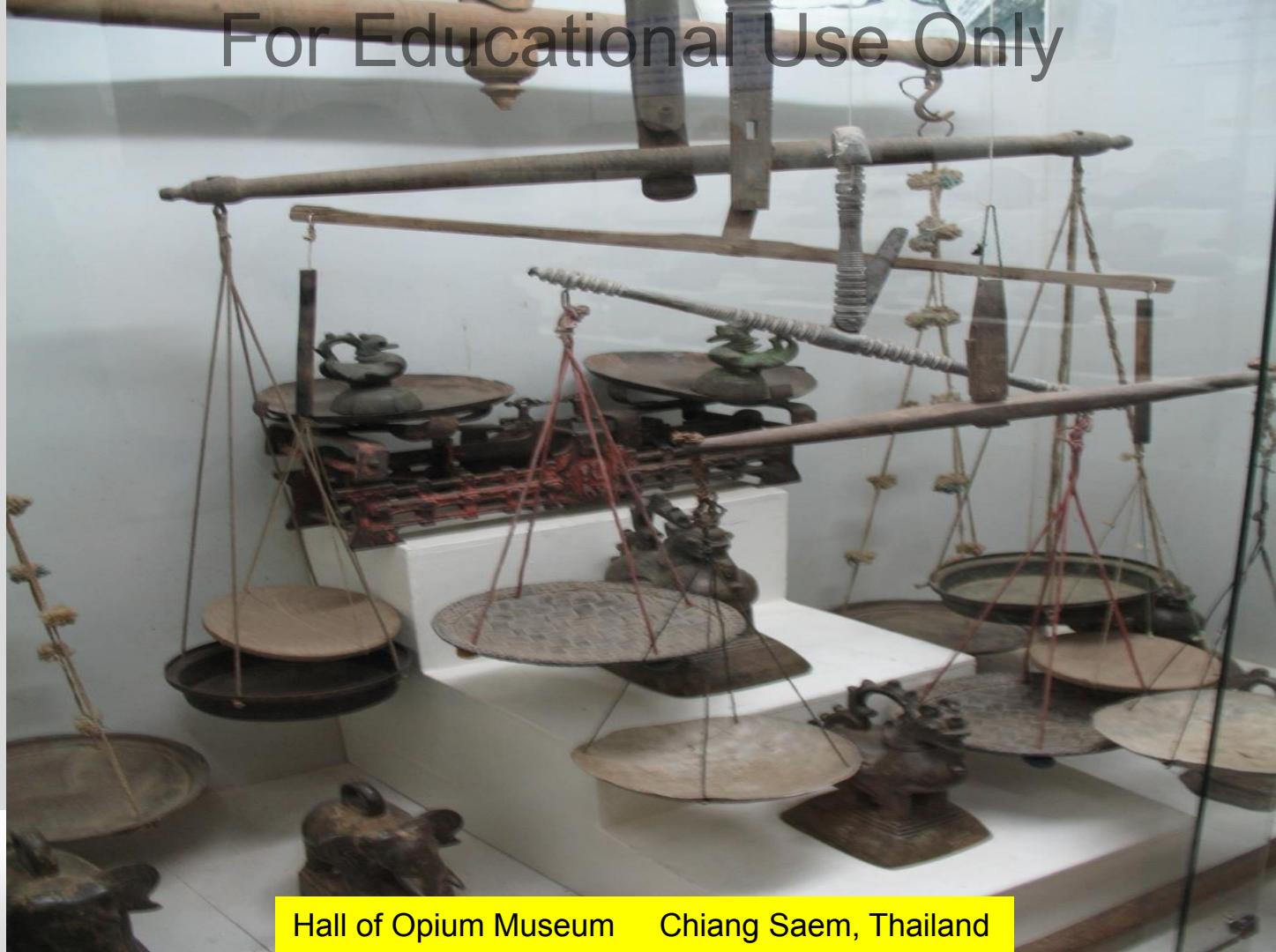


## Believing in Yourself

- Balance
- Legacy



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Hall of Opium Museum Chiang Saem, Thailand

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Legacy

legacy



Legacy



legacy

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## REFLECTIONS ON BELIEVING IN YOURSELF

*We were always up against a lot of resistance so we had to support each other and we **had to create the systems to provide support to one another** so that we could just, if we only had to touch base once a year we could do it.*

- *Darlind Davis*

*Have courage to **believe in yourself** and take a deep breath and trust yourself while looking for mentors. Experience life, don't rush through it and find your own strengths. Take the opportunity to learn as much as you can academically and professionally.*

- *Robert Lynn*



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Vision for  
the Future

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**Keeping Perspective**



## **Phaistos Disc**

Bronze Age - - - 2<sup>nd</sup> millennium  
BC, Phaistos, Crete  
Heraklion Museum  
15 cm diameter

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## REFLECTIONS ON VISION FOR THE FUTURE

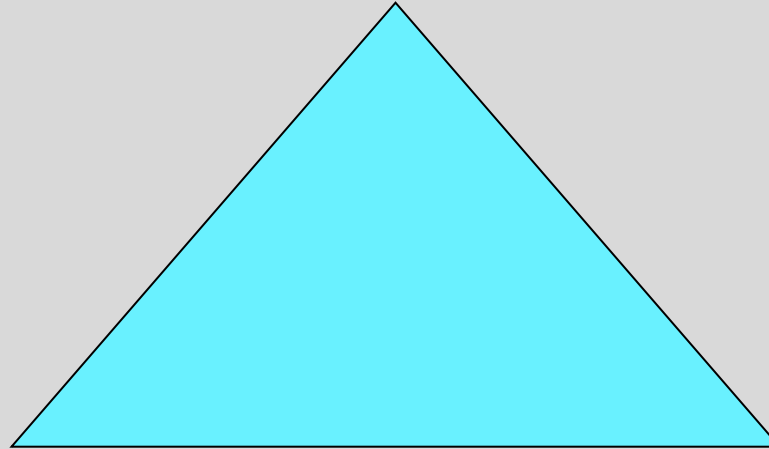
*It is important for people working in this field to **never give up**, never give up. That's the case for individuals AND programs.*

- *William Kane*

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# Pyramid of Success

**Commitment**



**Competence**

**Confidence**

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## Objectives

- Utilize each of the components of the Pyramid of Success with their personal and professional efforts
- Have increased resiliency based on the inspiration and insights from long-term advocates of drug and alcohol abuse prevention
- Incorporate specific skills helpful for achieving positive outcomes



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**Presenter**

**David S. Anderson, Ph.D.**

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