



International Prevention Certificate Program in Media-Based Prevention
Program Report
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Executive Summary

The Advanced Certificate Program in Media-Based Prevention was conducted at Claremont Graduate University from July 25, 2018 to August 14, 2018. The program was designed to contribute to the skill set of a group of visiting international professionals in the field of prevention science. In the program, we attempted to demonstrate how evidence-based principles of persuasion can be applied in media-based interventions preventing psychotropic substance use, and thus to help potential users avoid the many negative social, emotional, and physical consequences of such use. The program curriculum was developed to enhance the knowledge, competencies, and skills of program participants in their work as they address the substance use issues in their communities. Combining the principles of prevention science and persuasion in media-based prevention with the program attendees' comprehensive knowledge of the unique prevention issues in their home countries helps target the Universal Prevention Curriculum (UPC) principles to the specific problems the program participants encounter.

Over a 21-day period, trainees completed three, 6-day courses that took place from 9am to 4:30pm everyday (except Sunday). The first course, *Prevention Science Applied to Evidence-Based Prevention Interventions and Policies*, was taught by Dr. Zili Sloboda from Wednesday, July 25th to Tuesday, July 31st 2018. The second course, *Survey of Health Behavior Theory*, was taught by Drs. Eusebio Alvaro and Jason Siegel, from Wednesday, August 1st to Tuesday August 7th 2018. The third course, *Attitudes and Social Influence*, was taught by Dr. William Crano from Wednesday, August 8th to Tuesday, August 14th 2018.

Classes consisted of lectures, discussions, and participants' presentations of assigned topics. Participants were provided with catered lunches and coffee/snack breaks each day. Trainees lived in the university housing, and also were treated to a weekly dinner following the completion of each course. We tried to create informal opportunities for the participants to mix socially. These social interactions, plus the group work in the class-room were intended to forge international networks that will serve to support efforts to incorporate prevention science and the UPC principles.

The Beginning: The 3-Week Intensive Program



Front row: Portia Diteko, Liane Kalacas, Ofentse Rampete, Hang Pham, Nam Hoang, CGU Provost Patricia Easton; Second row: Nguyen Chung, Shirley Annan, Candice Donaldson, William Crano, Patric Madayag; Third row: Phenyo Sebonego, Gifty Annan, Affan Budi, Jason Siegel, Rees Oduro, Michael Lebsack-Coleman, David Hutapea

Participants

Thirteen diverse international trainees from five countries participated in the International Media-Based Substance Prevention Certificate Program at Claremont Graduate University.

| Country | Name | Professional Occupation |
|-------------|---------------|---|
| Vietnam | Hang Pham | Broadcasting/Reporter, News Department (VTV1), Vietnam Television |
| Vietnam | Nguyen Chung | Deputy of Division on Drug Addiction Treatment Policy, Department of Social Vices Prevention |
| Vietnam | Nam Hoang | Founder and Chief Coordinator of the Vietnam Program for Internet & Society (VPIS), University of Social Sciences & Humanities, Vietnam National University |
| Philippines | Liane Kalacas | Administrative Officer, Philippine Dangerous Drugs Board |



| | | |
|-------------|----------------------|---|
| Philippines | Jose Patrick Madayag | Information Officer, Philippine Drug Enforcement Agency/Preventive Education and Community Involvement Service |
| Indonesia | David Hutapea | Head of Conventional Media Campaign Section, Deputy of Prevention, National Narcotics Board |
| Indonesia | Affan Budi | Head of Online Media Section, Directorate of Dissemination Information, Deputy of Narcotics Prevention |
| Botswana | Phenyo Sebonego | Chief Health Officer Alcohol and Substance Abuse Division Department of Public Health Ministry of Health |
| Botswana | Ofentse Rampete | Principal Education Officer - Guidance & Counselling (Psychological Support Services) Department of Special Support Services; Ministry of Basic Education |
| Botswana | Portia Diteko | Addiction Professional, Kgosi Thothobolo Health Services |
| Ghana | Gifty Annan | Head of Drug Demand Reduction, Narcotics Control Board |
| Ghana | Rees Oduro | Deputy Central Regional Commander, Narcotics Control Board |
| Ghana | Shirley Annan | Assistant Narcotics Analyst, Narcotics Control Board |

Opening Ceremony

On July 25th, 2018, an opening ceremony and welcome dinner was held at Claremont Graduate University's President Len Jessup's home. The trainees, teaching faculty of the University, and a representative of the U.S. Department of State INL, William McGlynn, attended.



Course 1 - Prevention Science Applied to Evidence-Based Prevention Interventions and Policies

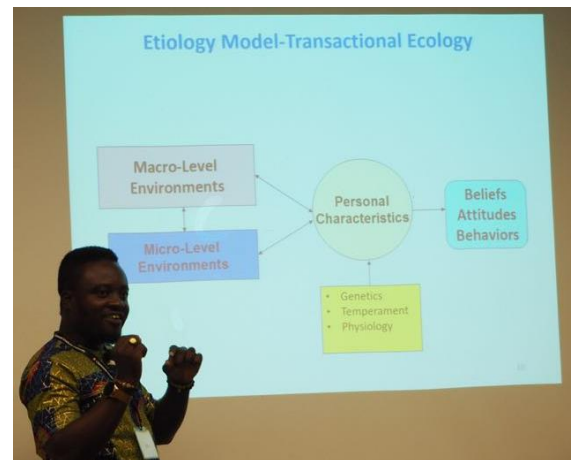
July 25th – July 31st

Instructor: Dr. Zili Sloboda

This course was designed to introduce participant trainees to the emergent field of prevention science and its application to evidence-based substance use prevention interventions and policies. It introduced participants to the importance of evidence-based prevention interventions. Topics ranged from the physiology and pharmacology of psychoactive substance use and the importance of substance use epidemiology, particularly etiology, to prevention and to the need for the delivery of comprehensive prevention interventions. The International Standards for Drug Use Prevention were also presented, and their application to practice was discussed.

Lecture themes were as follows:

- 7/25 (a.m.) Introduction to course: Overview of Course Modules and Housekeeping
- 7/25 (p.m.) Physiology and Pharmacology for Prevention Professionals: Why Psychoactive Substance Use Prevention is Important
- 7/26 (a.m.) Critical Themes Related to Substance Use Prevention
- 7/26 (p.m.) Prevention Science: Definitions and Principles
- 7/27 (a.m.) Critical Theories for Evidence-Based Prevention Interventions
- 7/27 (p.m.) and 7/28 (a.m.) Evidence-Based Prevention Interventions and Policies: The United Nations Office on Drugs and Crime-International Standards on Drug Use Prevention
- 7/30 (a.m.) Presentations by Participants (10 minutes each with discussion), The Implementation Cycle for Prevention Interventions
- 7/31 (a.m.) The Implementation Cycle for Prevention Interventions (continued) and Prevention Professional Skills and Competencies
- 7/31 (p.m.) Code of Ethics for Prevention Professionals





Trainees completed pre- and posttest assessments to examine changes in knowledge. Overall, there was a substantial increase trainees' performance.

Participants were required to prepare an oral presentation about the importance of evidence-based prevention interventions to address psychoactive substance use in their country. All participants completed this assignment.



One paper also was assigned to be completed when participants returned home. This 10 – 15-page paper is due September 15th and can be on any topic having to do with prevention science and its application to the development of evidence-based substance use prevention interventions and/or policies or to the delivery of evidence-based substance use prevention interventions and/or policies.



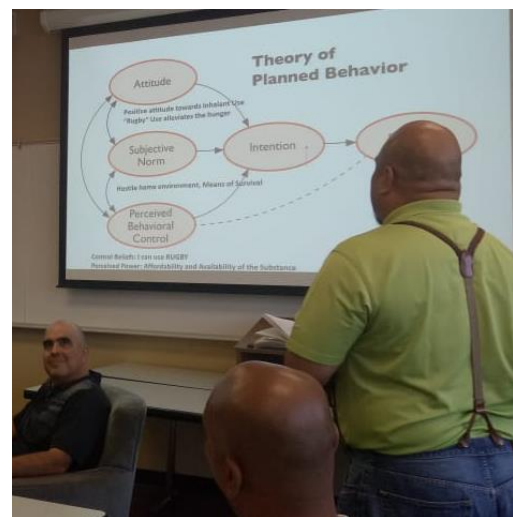
Course 2 – Survey of Health Behavior Theory
 August 1st – August 7th
 Instructors: Drs. Eusebio Alvaro and Jason Siegel

This course provided trainees with a general overview of behavioral science theories and models commonly utilized in attempts to improve health-relevant behavior. Participants critically examined various health behavior theories, as well as their application, and explored the utility of behavioral science theories and models that largely have been neglected by researchers interested in changing health behaviors. A key aspect of the course was teaching trainees to critically examine the utility of, and differences among the various behavioral science theories and models, as well as the ways in which key theoretical constructs have been operationalized in past and current health behavior interventions. During each class, participants learned about 2 – 3 theories, and applied each theory to a prevention issue specific to their countries.



Lecture themes were as follows:

- 8/1 (a.m.) Introduction: What is theory? Why is theory valuable?
- 8/1 (p.m.) Transtheoretical Model/ Stages of Change
- 8/2 (a.m./p.m.) Health Belief Model and Social Cognitive Theory
- 8/3 (a.m./p.m.) Psychological Reactance Theory and Vested Interest Theory
- 8/4 (a.m./p.m.) Attribution Theory
- 8/6 Theory of Planned Behavior/Reasoned Action and Diffusion/Social Marketing
- 8/7 The IFF Model, which calls for Immediate opportunities to act, Information, Focused engagement, and Favorable activation of the attitude-relevant behavior to promote consistency between attitudes and actions.





A take-home exam was assigned to be completed after trainees return home. Participants are expected to select three theories reviewed in the course, as well as an article describing the application of the theory, and provide an overview of each theory, along with a detailed critique of the application of the theory (as reported in the selected article). In addition, participants have one month to a written report based on the selection of three theories reviewed during the course (different from those selected for the exam), and to provide an overview of each theory. Finally, they are to develop a detailed proposal for a media campaign to be based on each theory.



Course 3 – Attitudes and Social Influence

August 8th – August 14th

Instructor: Dr. William Crano

This course was designed to provide a broad introduction to theories and research on persuasion, and to use this new knowledge in designing communications and campaigns to prevent psychoactive substance use. Trainees were introduced to theories and key research findings in the field of persuasion through the lens of a substance prevention specialist. Topics included attitude measurement, attitude formation, and attitude change via persuasive communication. Trainees applied these concepts to create media-ready communications addressing prominent substances and contexts in their home counties.

Lecture themes were as follows:

- 8/8 (a.m.) Introduction to the course; Why should you care about attitudes and persuasion?
- 8/8 (p.m.) Measurement of attitudes
- 8/9 (a.m.) Origins of Attitudes
- 8/9 (p.m.) Social Influence – Compliance, Conformity, and Obedience
- 8/10 (a.m.) Classics of Communication and Persuasion: Hovland’s model, and the Psychophysics of Discrepancy and Change
- 8/10 (p.m.) Attitude-behavior Consistency and Vested Interest
- 8/11 (a.m./p.m.) Attitude Strength, Ambivalence, Attitude-Behavior Consistency, ELM & Two-step Flow of Communication
- 8/13 (a.m./p.m.) Resistance and Attitude Certainty





Trainees took a pretest on the first day of class. Their posttest will be administered when they return to Claremont in December 2018, after completing the distance-learning portion of the program. Short quizzes were administered at the start of each class to assess participant knowledge of the content of the previous day's lectures.



Farewell Dinner and Closing Ceremony

Dr. Crano hosted a farewell dinner at his home on August 13th. The trainees, Mr. Bill McGlynn from INL, and program faculty were in attendance. After the last class on August 14th, a graduation ceremony was held, and participants were awarded certificates of completion of Part 1 of the Advanced Certificate Program.





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COLOMBO PLAN



Evaluations

Participants completed evaluation forms for each of the three courses. Evaluations were extremely positive (see Appendix A for a copy of the response form and item-by-item summary evaluation data). The three courses were valued highly. Participants emphasized the relevance of the training for their professional and personal lives, and how much they learned throughout each course. In addition to their numeric ratings, selected comments from participants also are presented in the appendix. In general, the evaluations were extremely enthusiastic. One consistent issue was the short time frame allotted for each course. Participants mentioned that there was considerable material to cover in a short period of time. We agree the training was compressed and involved much work, but the tight schedule was necessary to maintain balance between program time and the time participants could spend away from their home countries and work places. As shown by their performance thus far, it appears that an appropriate balance was struck between program time, intellectual demands, and desired learning outcomes.

Future Steps

Throughout the months of September, October, and November 2018, trainees will complete a distance course, the UPC-I series on *Media-Based Prevention Theories and Practice*. Instructors will schedule weekly, 1 to 3-hour video conferences with participants from each country to fulfill the distance course requirement. This course will be comprised of weekly discussions of content and exercises presented in the UPC-I course and participants will be graded on the quality of their performance.

Modules in the UPC-I manual will cover the following topics:

- Introduction to Media and Their Use in Prevention
 - Media Campaign Basics
 - Culture, Social Media, and Campaign Planning
- The Nature of Media and Theories of How the Media Affect the Audience
 - Theory of Planned Behavior
 - Hovland's Message Learning Theory of Persuasion
 - Application of Theories
- Practical Application of Persuasion in Substance Use Prevention
 - Classic Persuasion Formula – WWWE (Who says What to Whom, How, & with what Effect)
 - Looking at Who, What and How
 - Looking at Whom, and With what Effect
- Improving the Impact of Media Campaigns
 - Theory of Planned Behavior and the Two-step Flow of Communication
 - Source Features, Language, and Parent Effects
- Monitoring and Evaluating Media Messages
 - Overview and Focus Groups
 - Experimental and Quasi- Experimental Designs
 - Survey Design and Developing Measures for Evaluation



December Practicum and Final Project

The distance learning course will prepare participants for their final projects. Participants will develop their own media-based prevention campaign specific to the issues they encounter in their jobs in their home countries. Trainees will return to Claremont Graduate University at the beginning of December 2018 to complete this Practicum component, a central feature of the program. They will be tested on overall program learning and will finalize the development of their media-based prevention campaigns, which they understand are ready to be implemented upon their return home.

This program was designed to empower and encourage each of the program participants to develop an actionable, ready-to-implement media-based prevention campaign in their home countries. It is understood that the campaign must be of exceptional quality, and with a high likelihood of success when implemented and evaluated. The development of these campaigns is an essential goal and an essential requirement of the training program.

Appendix A

COURSE EVALUATION FORM USED AT THE COMPLETION OF EACH OF THE 3 COURSES, ALONG WITH AVERAGE ITEM RATINGS ACROSS ALL COURSES

Please complete this course evaluation for the course taught by Dr. Zili Sloboda or Dr. Eusebio Alvaro and Dr. Jason Siegel, or Dr. William Crano. Consider your experience over the entire course, focusing not only on your best or worst experiences. Please provide detailed feedback in the open-ended responses.

1. How well was the course organized?

| | | | | | | |
|------------|---|---|---|---|------|-----------|
| Very Badly | | | | | 6.52 | Very Well |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. How much did you learn?

| | | | | | | |
|-------------|---|---|---|---|------|--------------|
| Very Little | | | | | 6.30 | A great deal |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3. How appropriate was the intellectual level of the course?

| | | | | | | |
|---------------------|---|---|-------------|-------|---|--------------|
| Not rigorous enough | | | About right | 5.50* | | Too rigorous |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4. How appropriate was the workload in terms of course requirements?

| | | | | | | |
|------------------------|---|---|-------------|-------|---|---------------|
| Not challenging enough | | | About right | 5.25* | | Too demanding |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5. How knowledgeable about the subject matter did the professor seem to be?

| | | | | | | |
|--------------------------|---|---|---|---|------|--------------------|
| Not at all knowledgeable | | | | | 6.59 | Very knowledgeable |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6. How do you rate the overall quality of instruction for this course?

| | | | | | | |
|----------|---|---|---|---|------|-----------|
| Very low | | | | | 6.61 | Very high |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |



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7. Was the professor accessible for questions, feedback, etc.?

| | | | | | | |
|-------|---|---|---|---|------|--------|
| Never | | | | | 6.84 | Always |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

*Note: On questions 4 & 5, the middle score (4) indicates program participants perceived the intellectual level and the workload as “about right.” The slightly higher obtained scores indicate the participants’ perceptions that course demands were slightly high on both counts. This is where a good course should aim – challenging, but on the basis of students’ performance, attainable.

8. If you wish, comment on the extent to which the goals of the course have been made clear and the extent to which expectations have been fulfilled.

-Course content valuable and useful; applicable to work; highly practical; helped me understand evidence based practices

-Work really helped me understand more clearly about evidenced based prevention

-Would like to learn more about medical composition of drugs and their effects on people

-Assignments too heavy because of work schedule

-Lecturers were great at sharing experience to increase learning understanding

-Well executed

-Although it was rigorous, expectations have been met

-The material was new to me and I will apply it to my work and I appreciate the teachings and my expectations were fulfilled and the course went above them

-Lecturer had terrific knowledge and applied it to our work

-Lecturer encouraged us to take initiative for our growth and development and helped us succeed

-Lecturer provided various ways to support our work in our own countries

-Daily quizzes helped me study and learn more

-Course was very high quality and the delivery of it was much more than I expected.

9. Do you have any suggestions about changes that should be made in the course or the way it is taught that would in your enhance student learning?

- More genuine feedback should be given to those who are less prepared
- Maybe have participants prepare by taking UPC CORE to be better prepared
- Course should last more time—so much to learn in short period, too much to process
- Start course in country before arriving and bring reports from each country about prevention activities
- Maybe do icebreaker or game before discussions
- Less individual assignments, more group assignments
- The lectures made sure that people from different levels of understanding were together
- Teachers made good use of work experience making content more practical and easy to understand
- Maybe we could focus on a specific case in Health Psychology—maybe make it a bit more practical rather than focusing on theoretical foundation, but understanding theory is useful too
- Prefer daily test/homework to big exams and projects
- Should continue program for next 3-4 years
- Teach us how to be a professor like Dr. Crano
- Record lessons and post on CANVAS so students can review at home

10. If you wish, make additional comments or suggestions below.

- Maybe include an educational tour in the program—fieldtrip to school or community setting
- Thank you professors. You are the best.
- Fabulous
- Continue program throughout the country and other countries
- Send materials and readings to participants ahead of time so they can familiarize themselves
- Inclusion of people from different cultures and counties make me appreciate the different cultures and approaches
- Program was well organized
- The opportunity is excellent
- Provide text reading in advance to allow those who desire to pre-read
- Printing out extra copies of slides was useful
- Encourage participants to bring their own materials to share in class and critique
- Thank you for making our stay in Claremont worthwhile. We hope we did the same for you as much as you did for us
- Excellence
- Extend the program to at least a month



Small sample of student comments sent via email and Facebook:

First part of the Claremont Advanced Training Program in Media Based Substance Use Prevention. I would like to express my sincere gratitude to all the Professors and TA's of Claremont Graduate University for the three weeks of dedication and patience.

I now look forward to the second part of the Program - the Distance Learning Phase. You can always count on my full cooperation and hard work.

See you this December!"

"My gratitude goes to all who has been with me throughout this rewarding experience. Hats off to our mentors who tirelessly and patiently taught us the persuasive way of Drug Use Prevention. There is still a long way ahead of us and we know that we are guided by the best. 3 weeks of hard work and nose bleed, now it's time to go home! 😄 🙏 #toGodbetheglory #thankstoDDBINLCGU"

"My heartfelt gratitude to the Bureau of International Narcotics and Law Enforcement Affairs - US Embassy Manila (special mention to Director Brandon Hudspeth and Ms. Jonnalyn Santos) for funding my study here in Claremont Graduate University. I am truly blessed to have been given such great opportunity. Likewise, thanks to Usec Earl Saavedra for nominating me to be the beneficiary for this training. To the DDB Officials (my mom included) and Staff for the trust and confidence you all have been giving me. This wouldn't be possible without your unwavering trust on my potentials. And most of all thank you to our God Almighty for making me a better person I never thought I would."