Instructor: Diane Litterer, MPA, CPS
Class Location: TIL 103C
Class Schedule: Tuesdays 6:40-9:30pm
Office Hours by Appointment Only:
Meetings will be by Skype (preferred) or in-person on Tuesday 9:30 – 10:30 pm or arranged time (Room 551 at Bloustein Building, if needed)
Instructor Contact: Diane.Litterer@Rutgers.edu

COURSE DESCRIPTION

Throughout the last thirty years, the field of addiction prevention has changed dramatically from the 80’s when Nancy Reagan’s campaign told kids to “Just Say No”. Since then, prevention research has been extensive and has identified the foundation of the efforts that we implement today. The science of prevention now informs the field on what is effective and what is not. The recent Surgeon General’s Report highlights the research and science that guides the field of addiction and includes key successes in prevention. This course will study all aspects of this science, including how to develop a community-based needs assessment, what strategies are proven to be effective, why and for whom, as well as how to use those strategies to choose or develop an effective intervention for a very specific focus population. Putting all of this knowledge together within a scientifically validated framework, students will design an intervention for their own local community based on its specific needs and design an evaluation to study its effectiveness. The final product will be an actual grant application ready for submission to potential funders.

This course provides 3 of the 18 credits required for the Public Health Advocacy/Education Certificate. You can learn more about the program at http://bloustein.rutgers.edu/undergraduate/public-health-certificate-programs/

CLASS CAPACITY

This class may enroll up to 40 undergraduate students.

RATIONALE

This course teaches students how to complete a logic model and grant application using the tenets of prevention science. These methods will prepare students for the International Certification and Reciprocity Consortium (IC&RC) exam for the Certified Prevention Specialist (CPS) Certification and cover the course content of the prevention activities and methods (P102), program design (P103),
evidence based prevention models (P104), prevention program evaluation (P105), presentation skills (P205), coordinating community prevention activities (P303), ethics and legal issues for prevention specialists (P502), and cultural competency (P503).

The course content covers the following concepts:

1. Identify the target population (universal, selected, and indicated).
2. Select prevention strategies, programs, and best practices to meet the identified needs of the community.
3. Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.
4. Create a plan that links the identified problem with the interventions that will address the problem, using a Logic Model, to achieve stated objectives.
5. Identify resources to sustain prevention efforts.
6. Describe the importance of assessing the learning needs of target audience/populations.
7. Identify assessment tools appropriate to the target audience/populations.
8. Develop prevention education and skill development activities based on target audience analysis, including age, culture and diversity issues.
9. Define learning as it relates to skill development, application and skill retention.
10. Describe at least three learning theories and describe at least four learning styles.
11. Identify developmental stages of learning and its applicability to mastery of new skills.
12. Define evidence based programs and principles.
13. Identify evidenced based resources for prevention from national sources, including, but not limited to OJJDP, NREPP, SAMHSA, Surgeon General, etc.
14. Define program fidelity and implementation guidelines.
15. Understand how to adapt evidence based programs while maintaining fidelity.
16. Interpret evaluation results from evidenced based prevention programs.
17. Connect evidenced based research to local prevention programs.
18. Describe the Strategic Prevention Framework (SAMHSA) and the importance of evaluating prevention programs.
19. Define and describe when various evaluations are used: process, outcome, impact, and efficiency.
20. Identify various systematic data collection methods (pre/post tests, surveys, observation) and current issues regarding consent.
21. Learn to use program evaluation to document implementation and effectiveness.
22. Learn to use evaluation findings to determine whether and how to adapt prevention strategies.
23. Identify potential applications of program evaluations and disseminating results (media, grant applications, etc.)
24. Design a presentation template.
25. Learn methods for engaging the audience, e.g. appropriate use of humor, icebreakers, audiovisual, handouts, exercises, etc.
26. Identify the “do’s and don’ts” of effective presentations.
27. Identify audience management techniques.
28. Deliver a sample presentation and receive constructive feedback.
29. Learn how to build community ownership of prevention programs by collaborating with key community leaders/members when planning, implementing and evaluating prevention activities.
30. Learn how to provide technical assistance to community members/leaders implementing prevention activities.
31. Understand the legal, professional, and ethical standards of prevention specialists.
32. Review the laws relating to confidentiality (42CFR PART 2) and understand the prevention specialist’s responsibility to comply.
33. Review of the current Certification Board Code of Ethics and understand the method for reporting ethical violations to proper authorities.
34. Develop professional responses to typical conflict of interest issues and other ethical dilemmas.
35. Increase cultural sensitivity awareness by examining one’s own attitudes and behaviors relative to special populations and cultural groups, including people with disabilities.
36. Recognize how personality, cultures, lifestyles and other factors influence behavior.
37. Build skills necessary for effectively working within the cultural context of the community.
38. Identify cultural competency resources (CADCA, SAMHSA) and develop the ability to incorporate these into current prevention practices.

**METHODS OF INSTRUCTION**

1. Class/small group discussion of readings
2. Lectures and response on key concepts
3. Use of group exercises
4. Student reporting of project outcomes
5. Student presentations

**MEANS OF EVALUATION/GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Needs Assessment and Capacity</td>
<td>20%</td>
<td>10/10</td>
</tr>
<tr>
<td>Assignment</td>
<td>Weight</td>
<td>Due Date</td>
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<tr>
<td>Planning and Implementation (Logic Model)</td>
<td>25%</td>
<td>10/31</td>
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<tr>
<td>Evaluation (Complete Logic Model)</td>
<td>15%</td>
<td>11/14</td>
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<tr>
<td>Logic Model Presentation</td>
<td>5%</td>
<td>11/14</td>
</tr>
<tr>
<td>Final Grant Group Proposal</td>
<td>20%</td>
<td>12/12</td>
</tr>
<tr>
<td>Final Grant Proposal Presentations</td>
<td>5%</td>
<td>12/12</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>5 pts added to lowest grade</td>
<td>Ongoing through 12/5</td>
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**Grading Policy**

Grading will follow the Rutgers University Grading System with percentage marks associated with corresponding letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0 (100+-91)</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B+</td>
<td>3.5 (90-88)</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0 (87-81)</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.5 (80-77)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0 (76-71)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1.0 (70-60)</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0.0 (Below 60)</td>
<td>Failing</td>
</tr>
</tbody>
</table>

**Grading Criteria**

A  The thought in this product goes significantly beyond minimal requirements. Not only are all assignment requirements fulfilled, completely and accurately, but also concepts and ideas from the assigned or recommended readings are thoughtfully incorporated throughout the discussion. The work shows clear evidence of careful and creative thought about the assignment. The work is typed neatly with minimal, if any spelling or grammatical errors.

B  This work solidly addresses all of the assignment requirements. There is some effort to incorporate ideas from assigned readings, but they are not consistently applied throughout the discussion. The work is typed neatly with minimal, if any spelling or grammatical errors.

C  The assignment requirements are addressed with minimal omissions. The work is neatly typed.

D  The assignment requirements are minimally addressed, but with errors and some omissions.
F  Major elements of the assignment have been omitted, or the assignment is handed in late without permission from the professor.

ATTENDANCE POLICY

Regular class attendance is an important aspect of demonstrating your professionalism as a prospective graduate. Attendance will be taken at the beginning of each class. Your ongoing presence suggests that you have committed yourself to a level of responsibility required to gain the breadth of knowledge required to best meet the needs of people in client status and communities served. Therefore, to reinforce your growth in this area regular attendance to class is expected.

If you miss any classes, you are responsible to make up the work. If you miss more than two classes, you should also make an appointment to see the professor to discuss your progress in the course and any difficulties you may be having. Also, you must contact the professor before the class either by e-mail to let her know that you will not be in class. Missing more than two classes will have an impact on your final grade because you are not participating in the class.

CLASS PARTICIPATION POLICY

In order to create and maintain a classroom environment that builds a trusting an interactive class synergy and safe classroom environment, respectful, prepared and active participation in a necessity.

Appropriate class participation is defined as follows:
1) Regular, on time attendance (unless excused by the instructor – see note below)
2) Attentive non-verbal behavior
3) Raising questions and comments
4) Facilitating discussion
5) Participating in constructive and respectful class dialogue with the instructor and other students
6) Listening to your fellow classmates (including no side talk)
7) Building on and respectfully responding to the other students’ comments
8) Engaging classmates into discussion (be willing to risk sharing the floor)
9) Active participation in practice exercises and other in-class learning activities
10) Class participation includes use of the course web page, and participation in threaded discussions through the e-learning bulletin board.

*Please know that just because you are physically present for the class does not mean that you are participating. Participation means to actively participate, demonstrating attentiveness, respect and interest through verbal and nonverbal communication.
SPECIAL NEEDS

Students with any special learning needs are encouraged to schedule an appointment with the instructor so that together we can plan how to best facilitate your learning and educational development within the course requirements.

Students with disabilities who need special accommodations for this class are encouraged to meet with the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure.

Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

ACADEMIC INTEGRITY

The following is the Rutgers University statement on academic integrity, which will be upheld in this course:

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

Principles of academic integrity require that every Rutgers University student:
• Properly acknowledge and cite all use of the ideas, results, or words of others
• Properly acknowledge all contributors to a given piece of work
• Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
• Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
• Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
• Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:
• Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
• All student work is fairly evaluated and no student has an inappropriate advantage over others
• The academic and ethical development of all students is fostered
• The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.


Academic integrity resources for students can be found at: http://academicintegrity.rutgers.edu/resources-for-students/

CLASS CANCELLATION POLICY

In the event of a class cancellation, students should check their e-mail and Sakai for instructions. Students are required to check for e-mail that may contain detailed class information and instructions.

E-MAIL POLICY

Students are responsible to regularly check their student e-mail accounts.

ELECTRONIC DEVICES IN THE CLASSROOM

Computers may be used to support learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic purposes. This includes emailing, testing, social networking, and use of the Internet. If you choose to take notes on a computer during class, you may be required to email the notes to the professor immediately after class. Failure to do so will result in a reduction in your class participation grade. The use of cell phones during time is prohibited and should be set on silent before class begins. Leaving class to answer a call disrupts the class and detracts from your classroom participation. Arrangements for your personal communication need to be made before or after class and not during the class. In the case of emergency, please step out of the room and take the call. Failure to meet these expectations may result in a loss of participation point or to be asked to leave the class.
STATEMENT ON ENVIRONMENTAL CONCERN

Given our collective responsibility to preserve our environment, please recycle your paper, glass, plastics (#’s 1 & 2) and aluminum on-campus. While there may not be receptacles in each classroom, they are in the hallways and easy accessible. Thank you.

REQUIRED READINGS

There is no formal textbook for this course. Multiple articles will be assigned and posted on Sakai. Other publications that are required reading are noted in this syllabus with links to access them as well as on Sakai. All students are expected to read the articles before class and come to class prepared to discuss the content. Additional reading assignments may be added to enhance discussion.

DESCRIPTION OF ASSIGNMENTS

All assignments are due by 6:45 pm on the due date noted. All assignments will be required to use APA format including but not limited to quotations and citations. APA Style Websites for referencing, in text citations, quotations, and organization:
http://www.apastyle.org/
https://owl.english.purdue.edu/owl/resource/560/01/

Points will be deducted for spelling and grammar errors. Please be sure to proofread your assignments thoroughly.

ASSIGNMENTS are due at the start of the class on the due date (6:45 pm). Paper copy as well as electronic copy through Sakai. You must submit it in the right format which will be readable. Late assignments will only be accepted up to two days after the due date with the following penalties:
Day 1 late (submitted by 11:50 pm by Wednesday after the assignment is due) = 5 points reduction.
Day 2 late (submitted by 11:50 pm by Thursday after the assignment is due) = 10 points reduction.
Assignments will only be accepted after the two day window in extreme documented situations and points (15+ points based on timeframe) will be deducted at the teacher’s discretion.

Assignment details and documents will be provided on Sakai. The following provide an overview of the assignments that will be completed for this course.
Needs Assessment and Capacity (20%) Due 10/10 at the beginning of class.

Needs Assessment:
The first part of the assignment is to conduct a community needs assessment of your hometown or a community of interest. (No duplicate communities allowed. Link to google doc will be provided to enter you community and to be sure you are not duplicating any other student's choice.) You will identify a need related to an alcohol, tobacco, or other drug (ATOD) issue that can be addressed through a prevention initiative. You must answer the following questions in narrative form with headings and subheadings:

- What is happening (or not happening) that needs to be addressed by a prevention initiative?
- Who is the target population that is most at risk?

Capacity:
The second part of this assignment is to ascertain the capacity of your agency or coalition to implement a prevention initiative to address your identified need. You will also include a plan for increasing your community’s readiness to accept the change you are seeking to prompt through your initiative. Ask yourself:

- What is the "state of readiness" in the community for your initiative?
- Who are the primary stakeholders related to the issue?
- What resources do you have and still need?

Important Assignment Notes:
Citing sources:

1. Data sources will be provided. You must cite the sources that are used.
2. Be specific about the consumption and consequence data that supports the need.
3. Cite the data sources using APA format.

Required Headings for the Assignment
Needs Assessment
- Drug Priority & Supporting Documentation (10 Points)
- Target Population/Audience (5 Points)

Capacity
- State of Community Readiness (2 Points)
- Key Stakeholders & Other Resources (3 Points)

Planning & Implementation [Logic Model] (25%) Due 10/31 at the start of class

The assignment is to show the relationship between your identified need, your objectives, CADCA strategies, and the activities you will implement (components of your program)
through the development of a logic model. You will use a simple five-column model – **Problem Statement, Risk Factor, Local Conditions, Interventions**, plus a blank column for **Evaluation**.

Start developing your Logic Model by asking yourself:

- **Problem Statement**: From your Needs Assessment data, create a Problem Statement to describe what your goal is to make community change.
- **Risk Factor**: Starting with your problem statement, ask why is this problem happening? The “Why?” question. Looking at the data you have collected, does anything stand out as the reason that this problem is happening?
- **Local Condition**: Once you select the Risk Factor you will focus on, then ask “Why Here?” What are the unique issues/ local conditions happening in your community to explain why the problem exists and why is the Risk Factor happening?
- **Interventions**: Use the CADCA Strategies for Community Change as a guide to create a comprehensive response. Use NREPP ([https://www.samhsa.gov/nrepp](https://www.samhsa.gov/nrepp)) to select at least one intervention to reach your target population that would address Build Skills or Provide Support strategies. Other strategies can include individual and environmental approaches.
- **Logical Logic Model**: Make sure that your logic model is logical. It needs to flow and answer the questions of Why?, Why here?, and will the interventions selected change the local condition, the risk factors and ultimately, the problem statement. Read your logic model from left to right and from right to left. Is it logical? Does each step connect to the next? Have you identified data that you have or need to justify your selections of Risk Factor and Local Condition?

Note: Outcomes/Evaluation Section should be left blank for this assignment. That will be completed for the next assignment.

*Only a single page and no smaller than 10-point font allowed! Use the Logic Model Format Document provided in Sakai-Assignments that will include the topic areas below. Use legal size paper, if necessary.*

**Evaluation (15%)** [Complete Logic Model] Due 11/14 at the beginning of class.

In the evaluation column of your logic model, determine the measures you will use to determine short term, intermediate and long term outcomes. Develop an evaluation plan.

**Logic Model PowerPoint Presentation (5%)** Due 11/14 to be presented in class.

Students will give a 5-7 minute presentation on their logic model. You will present your problem statement, data sources that support the need, addressing risk factors through objectives, strategies
identified that you intend to address through the programs, proposed activities and evaluation. You must be prepared to answer questions about your logic model.

**Final Grant Group Proposal (20%)** Final proposals are due 12/12 at the beginning of class. Only 1 proposal needs to be submitted per group.

A grant application will be provided for the final project. It is designed like a true RFP, except there will be no budget requirement. You are writing from the perspective of a community-based non-profit agency, seeking a five-year grant. This will be done as a group project of 3-4 people in each group, depending on class size.

NOTE: The grant proposal is not an exercise where you resubmit your SPF assignment components. All of the information from the five SPF assignments will be used; however, RFPs are rarely set up to coincide exactly with these five components.

Given that this is an indicator of what you have learned throughout the course, you will have to draw upon all of that knowledge to complete the final proposal. Through this assignment, you will have written a true grant proposal for a prevention initiative in your community based on evidence-based practices.

Since this is a group assignment, students will evaluate their own performance and contribution to the project as well as evaluate the performance and contribution of their group members.

**Final Proposal PowerPoint Group Presentation (5%)** Each Group will present on 12/12.
Groups will give a 5-7 minute presentation on their final proposal. Each student in the group must present a portion of the presentation. You will present on the needs identified, objectives, strategies, activities proposed and method of evaluation. You must be prepared to answer questions about your final proposal.

**Class Participation/Attendance (10%)**
Each student is expected to actively participate in class discussions in a meaningful way that contributes to the development of the class as a community of learners. Professional behavior is expected at all times, this requires appropriate professional boundaries in behavior, appearance and communication. Meaningful participation requires completion of the reading assignments prior to the class in which they are to be discussed. Students should be prepared to discuss the assigned readings as they relate to the subject matter of the class meeting and to the case material that is presented. Also, see above for Class Attendance Policy.

**Extra Credit (5 points to lowest grade)** Extra credit reflection papers are due one week after attendance at an event, up to 12/5.
To receive extra credit, students must attend an approved event on substance abuse prevention and submit the extra credit form along with a one-page (double-spaced, 12 point font) reflection paper. This is not a report of the content of the event but rather a personal reflection on what the event meant to you. What insight did you gain? What moved you? How did it relate to your own life? etc… The paper is due within one week following attendance of the event.

Approved events include:
A local Municipal Alliance meeting
A Regional Coalition meeting
County-sponsored addiction services event
County-based prevention agency event

* All events, even those on the approved list, must be approved in advance of the event by the professor to ensure credit eligibility. If there is something you would like to attend and you feel it qualifies for extra credit but is not on the list, please be sure to discuss with the professor.

NOTE: Instructor has the right to change requirements and these changes will be announced on Sakai.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week/day</th>
<th>Topics/Assignment</th>
<th>Preparation/Readings</th>
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| Week 1: 9/5/17 | • Welcome & Introductions  
• Provide course overview  
• Review syllabus  
• Review course readings  
• Overview of course assignments  
• Course Overview: What is prevention science? | “Research Support- Comprehensive Community Interventions…” PDF posted on Sakai |
| Week 2: 9/12/17 | • Intro to Surgeon General Report: Facing Addiction  
• Types of Prevention  
• Introduction to the Strategic Prevention Framework  
• Needs Assessment  
  o Current Trends  
  o Identifying Data Points  
• Community Readiness | [https://addiction.surgeongeneral.gov/surgeon-generals-report.pdf](https://addiction.surgeongeneral.gov/surge-on-generals-report.pdf)  
(Chapter 3: Prevention)  
CADCA Assessment Primer:  
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<th>Week 3: 9/19/17 Guest Speaker</th>
<th>Final Review of Assessment and Capacity for Assignment</th>
<th>Beyond the Numbers: Incorporating Community Voice in Qualitative Data- PDF posted on Sakai</th>
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<td></td>
<td>Final Review of Assessment and Capacity for Assignment</td>
<td>Beyond the Numbers: Incorporating Community Voice in Qualitative Data- PDF posted on Sakai</td>
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<td>Resource Assessment</td>
<td>GCADA Capacity Assessment (Municipal Alliance Capacity): <a href="http://gcada.nj.gov/alliance/forms/">http://gcada.nj.gov/alliance/forms/</a></td>
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<td></td>
<td>Stakeholder Development</td>
<td>Hawkins and Catalano Risk Factor Framework: pdf posted on Sakai</td>
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<td></td>
<td>Evidence-Based Programs</td>
<td>SAMHSA’s National Registry of Evidence based Programs and Practices: <a href="http://www.nrepp.samhsa.gov/01_landing.aspx">http://www.nrepp.samhsa.gov/01_landing.aspx</a></td>
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<tr>
<td>Week 5:</td>
<td>Planning (Cont)</td>
<td>Writing Goals and Objectives:</td>
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<tr>
<td>Date</td>
<td>Activities</td>
<td>Resources</td>
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| 10/3/17    | o Goal and Objective Development  
 o Learning Styles  
 • CADCA’s Seven Strategies for Community Level Change | https://practicum.usc.edu/docs/Tips_for_writing_Goals_and_Objectives.pdf CADCA  
 The Coalition Impact: Environmental Prevention Strategies – PDF on Sakai  
| Week 6:    | o Implementation:  
 o Intervention Development  
 o Advocacy  
 o Anticipated Outputs  
 o Task/Resource List  
 • Sustainability Plan | CADCA Implementation Primer:  
 Nebraska Implementation Toolkit:  
 http://dhhs.ne.gov/publichealth/Documents/SPF_SIG_Implem_Toolkit.pdf |
| 10/10/17   | * Needs Assessment and Capacity Paper Due  
 |                                                                                                   |
| Week 7:    | o Logic Model Development: Putting It All Together  
 • Final Review of Planning and Implementation for Assignment | “Community Tool Box – Chapter 2, Section 1: Developing a Logic Model” (Website)  
 Everything you want to know  
| 10/17/17   |                                                                                       |
| Week 8:    | o “Implementing Evidence Based Prevention Programs, Strategies and Interventions” | “Reducing Teen Substance Misuse: 2015” by the Trust for America’s Health:  
| 10/24/17   |                                                                                       |
| Week 9:    | o Evaluation  
 o Process Outcomes  
 o Short Term Outcomes  
 o Intermediate Outcomes  
 o Long Term Outcomes  
 o Long Term Impact  
 o Cost Benefit Analysis  
 o Data Collection  
 o Data Analysis  
 • Sustaining Impact | CADCA Evaluation Primer:  
 Strategizer 7: Evaluating Substance Abuse Prevention Coalitions: PDF posted on Sakai  
 Strategizer 48: Guiding Principles of Evaluation: PDF posted on Sakai |
| 10/31/17   | *Planning and Implementation /Logic Model Due |                                                                                           |
| *Planning and Implementation /Logic Model Due |                                                                                           |
| Week 10: 11/7/17 | Summary of the SPF Components  
Topic Specific Focus  
- Youth Rx  
- HIV/AIDS  
- Gangs  
Review the National Prevention Strategy  
*Final Review of Evaluation and Logic Model for Assignment | Evaluation: Beyond the Numbers  
PDFs posted on Sakai:  
- Teen Rx Abuse  
- Substance Abuse and HIV  
- Youth and Gang Violence  
National Prevention Strategy  
| Week 11: 11/14/17 | Class Presentations: Logic Models with Evaluation Section |
| Week 12: 11/28/17 | Ethics  
- ETHICAL STANDARDS FOR CERTIFIED PROFESSIONALS (CPS)  
- Human Subject Guidance  
Cultural Relevancy  
Sustainability  
“The need for evidence-based research ethics” Article: PDF posted on Sakai  
Belmont Report (Website):  
Human Subject Research (Online Course-optimal):  
42CFR Part2: PDF posted on Sakai  
Strategizer 2: Long Range Planning: PDF posted on Sakai |
| Week 13: 12/5/17 | Certified Prevention Specialist (CPS)  
Presentation skills/Learning Styles  
*Final Review for Grant Proposal & Final Review for Presentations*  
Certified Prevention Specialist Requirements  
| Week 14:  
| 12/12/17  
| *Final Grant Proposals Due  
| *Final Proposal PowerPoint Group Presentation  
| No Final Exam  | Class Presentations: Final Proposals  |
| “The need for evidence-based research ethics” Article: PDF posted on Sakai  
| Belmont Report (Website):  
| http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html  
| Human Subject Research (Online Course-optional):  
| http://phrp.nihtraining.com/users/login.php  
| 42CFR Part2: PDF posted on Sakai |

| Week 15:  
| 12/19/17  |  |