



SWK 3805: Module 7- Prevention, Vulnerability, Risk Resilience, and Protection Theories

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Module 7: Preface

Welcome to the online coursebook for Module 7 of our Theories and Biological Basis of Addiction course. The material is designed to be read interactively or after downloading; while the embedded interactive exercises require internet connectivity, each can also be downloaded for offline work. These exercises are presented to help you test and apply what you are reading, challenge yourself, prepare for quizzes, and have a little fun along the way. The list of key terms at the end explains text ***highlighted in bold italics*** throughout the book—in the interactive mode you can click on a highlighted word to jump to its explanation in the key terms section. Use the back arrow to return to where you were reading.

Module 7: Introduction

The reading for Module 7 introduces concepts essential for understanding how the biological, psychological, and social context theories of addiction that we have studied can be integrated into a framework for thinking about prevention and intervention. This online textbook includes content prepared by the book's author, as well as several readings from the published literature.

Module 7 Reading Objectives

After engaging with these reading materials and learning resources, you should be able to:

- Explain the continuum of care and prevention frameworks
- Identify key risk and resilience factors addressed in developmental prevention approaches
- Identify a set of evidence-informed prevention and treatment intervention strategies
- Explain basic principles in the transtheoretical model (TTM) of behavior change, the stages of change, and motivational interviewing
- Define several key terms related to intervening around and preventing substance use disorders

Ch. 1: Integrating Our Theories

The first reading for Module 7 serves as a means of integrating our biological, psychological, and social context theories to inform strategies for **prevention**. This information is provided in the SAMHSA Center for the Application of Prevention Technologies Fact Sheet (pp. 1-11). In this first chapter you will read about:

- the relationship between substance misuse and **behavioral health**
- prevention within the **continuum of care** for behavioral health promotion
- risk* and protective factors**
- three types of prevention intervention (**universal, selective, indicated**) and distinguishing between individual and population risk
- four key features of risk and protective factors
- how prevention strategies interface with a **developmental framework**, including specific risk and protective factors at different developmental periods
- key terms used in discussing behavioral health prevention strategies

note the definition of **risk factors presented in this reading combines what your lecture describes as **vulnerability** and risk factors—your lecture presents a more finely tuned, distinguishing definition.*

***note the definition of **protective factors** presented in this reading combines what your lecture describes as protective and **resilience** factors—your lecture presents a more finely tuned, distinguishing definition.*

Ch. 2: Prevention Strategies

This chapter presents a range of prevention strategies. This reading is McNeece, C. & Madsen, M.D. (2012). Preventing alcohol and drug problems. In C. A. McNeece & D. M. DiNitto, (Eds.), Chemical dependency: A systems approach, (pp. 171-199). Boston: Pearson. In this chapter you will read about:

- The context of prevention in this area
- Public information and education efforts
- Prevention programs for children, adolescents, and college students
- Technologic modification efforts
- Policy efforts
- Family, community, and media strategies
- Addressing spiritual and cultural factors



[Click here for a link to our Carmen course](#) where you can locate the assigned pdf file(s) for this chapter. You will need to be logged into our Carmen course, select Module 7, and proceed to the Coursework area. Under the Readings heading you will find a box with links to the readings for relevant coursebook chapters. Don't forget to return here in your coursebook to complete the remaining chapters and interactive activities.

Ch. 3: Motivation and Readiness to Change

This chapter introduces important concepts related to motivation and readiness to change. These concepts form the basis for several contemporary approaches with a strong evidence base for their effectiveness in helping people make healthful changes in behaviors, changes such as reducing or stopping their use of substances. This is important in terms of:

- preventing substance use or misuse from becoming a substance use disorder,
- motivating a person to enter into treatment for a substance-related problem, and
- engaging a person in the change process
- *relapse prevention*.

This content in this chapter stands in sharp contrast to the highly confrontational *Intervention* approach that you learned about in Module 6 which encourages family members and professionals to be directive, delivering advice and information from a position of authority, and even punitive or coercive (Holleran Steiker, 2016).

You are reading Velasquez, M.M., Crouch, C., Stephens, N.S., & DiClemente, C.C. (2016). *Group treatment for substance abuse: A stages-of-change therapy manual, second edition*, (pp. 9-36). NY: Guilford Press. In this chapter you will read about:

- the *transtheoreticalmodel (TTM)* and *stages of change* in how people make behavioral changes
- matching the right processes with change process stages
- *motivational interviewing*, *ambivalence*, and *resistance*
- an overview of treatment strategies
- key terms used in discussing intervening around substance misuse and substance use disorders



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Ch. 4: Summary

In this Module 7 online book, you learned basic principles about how the biological, psychological, and social context theories come together in a framework for prevention and intervention around substance misuse and substance use disorders. We explored the behavioral health prevention and continuum of care frameworks that guide the planning of evidence-informed intervention strategies. What we learned about risk and resilience factors, especially when applied within a developmental framework, applies to maximizing the preventive potential of our interventions. A number of prevention and treatment interventions were introduced that cover a range of biological, psychological, and social context strategies, and that cover the full range of individual to policy level approaches. Finally, we devoted special attention to an integrative model called the transtheoretical model (TTM) of behavior change, the stages of change, and motivational interviewing as a means of applying these principles.

You are now ready to review some of the key terms related to substance use disorders that were introduced in this book.

Module 7: Key Terms

ambivalence: simultaneously experiencing competing motivations both to and not to make behavioral changes; a normative aspect of the change process that interferes with a person's ability to achieve their change goals.

behavioral health: promoting mental health by preventing or intervening in behaviors and processes that interfere or contribute to mental disorders; this includes substance use and misuse processes and addiction as a mental disorder, but also how they factor into other mental disorders.

continuum of care: a system of intervention approaches that comprehensively covers the entire range of need from prevention through recovery, health maintenance, rehabilitation, and relapse prevention.

developmental framework: a perspective about prevention and intervention guided by an understanding of and evidence related to human developmental periods and processes; in its broadest sense, this framework covers preconception through end of life (lifespan).

indicated prevention: prevention efforts delivered to individuals identified as having early signs or symptoms of the target problem though have not yet met the clinical criteria for that problem.

motivational interviewing (MI): a collaborative, client-centered approach directed around helping individuals identify and resolve ambivalence about making a behavioral change; MI is based on principles of expressing empathy, developing discrepancy, supporting self-efficacy, and rolling with resistance.

prevention: how we planfully intercede to keep something from happening, hindering its emergence.

protective factors: extrinsic factors in the environment that decrease the probability of individuals developing a specific problem, disorder, or disease; note that this term is often used to also include intrinsic resilience factors (as in your reading, but not in your lecture)

relapse prevention: process by which individuals learn to identify and interrupt their own specific triggers, old ways of thinking and behaving, and other factors that might induce cravings and urges to again use alcohol or other substances they have been working to quit using.

resilience factors: intrinsic factors within individuals (biological, psychological, and experience) that decrease the probability of individuals developing a specific problem, disorder, or disease; note that this term is often incorporated into the concept of protective factors (as in your reading, but not in your lecture).

resistance: a person's opposition or refusal to participate in treatment/treatment activities, often includes a strong element of ambivalence.

risk factors: extrinsic factors in the environment that increase the probability of individuals developing a specific problem, disorder, or disease; note that this term is often used to also include intrinsic vulnerability factors (as in your reading, but not in your lecture).

selective prevention: prevention efforts delivered to a targeted subgroup of a population, that subgroup being identified as having a higher risk or vulnerability than the remainder of the population.

stages of change: an element of the transtheoretical model of behavior change providing a theoretical framework for understanding the nonlinear (cycling) processes involved in behavioral change, particularly the stage-progression aspect of precontemplation, contemplation, preparation, action, and maintenance; may include relapse and relapse prevention.

transtheoretical model (TTM) of behavior change: an integrative biopsychosocial model of intentional behavior change that transcends theories underlying various therapies; combines the stages of change, decisional balance, and self-efficacy components to understand how people change.

universal prevention: prevention efforts delivered to an entire population regardless of differences in risk or vulnerability, for example to everyone in an entire community of individuals.

vulnerability factors: intrinsic factors within individuals (biological, psychological, and experience) that increase the probability of individuals developing a specific problem, disorder, or disease; note that this term is often incorporated into the concept of risk factors (as in your reading, but not in your lecture)

Module 7: References

- Holleran Steiker, L. (2016). Youth and substance use: Prevention, intervention, and recovery. Chicago, IL: Lyceum Books, Inc.
- McNeece, C. & Madsen, M.D. (2012). Preventing alcohol and drug problems. In C. A. McNeece & D. M. DiNitto, (Eds.), Chemical dependency: A systems approach, (pp. 171-199). Boston: Pearson.
- Substance Abuse and Mental Health Services Administration (SAMHSA). (unknown date). Center for the Application of Prevention Technologies Fact Sheet, Information sheets 1-4 (pp. 1-11). Retrieved from <https://www.samhsa.gov/capt/sites/default/files/resources/behavioral-health-factsheet.pdf>
- Velasquez, M.M., Crouch, C., Stephens, N.S., & DiClemente, C.C. (2016). Group treatment for substance abuse: A stages-of-change therapy manual, second edition, (pp. 9-36). NY: Guilford Press.