

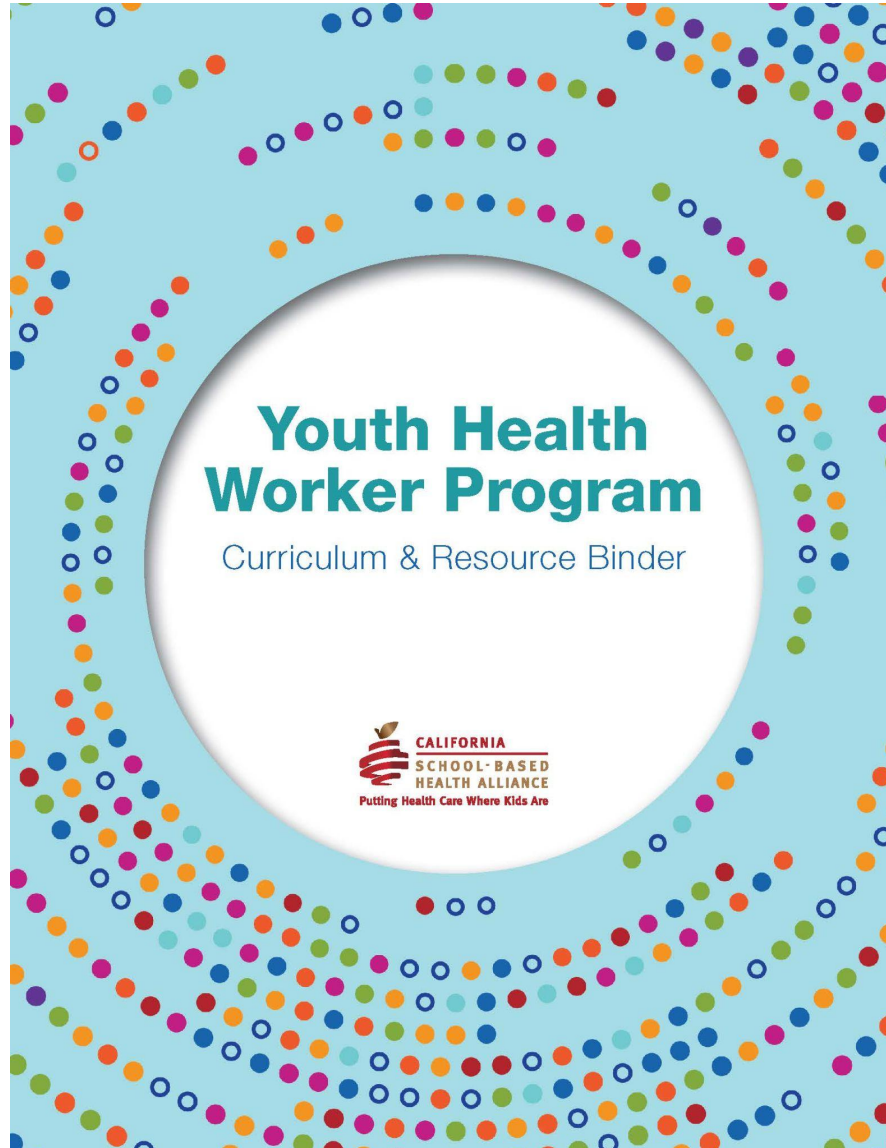
# Youth Substance Use Prevention and Advocacy: A Peer Health Curriculum



**CALIFORNIA**  
**SCHOOL-BASED**  
**HEALTH ALLIANCE**

Putting Health Care Where Kids Are

# Youth Health Worker



# Youth Health Worker Curriculum



```
graph TD; A[Youth Health Worker Curriculum] --> B[Health Topics]; B --> C[Module 4: What's SUP (Substance Use Prevention)?]; B --> D[Module 5: Advocating for Change in Schools]; C --> E[Agendas]; E --> F[Activities]; D --> G[Agendas]; G --> H[Activities];
```

The diagram is a hierarchical flowchart. At the top is a box labeled 'Youth Health Worker Curriculum'. A vertical arrow points down from this box to a box labeled 'Health Topics'. From 'Health Topics', two lines branch out to the left and right, each leading to a module box. The left module box is 'Module 4: What's SUP (Substance Use Prevention)?' and the right is 'Module 5: Advocating for Change in Schools'. Below each module box, a vertical line leads to an 'Agendas' box, and another vertical line leads to an 'Activities' box. The boxes are white with black text and black borders. The connecting lines are brown.

## Health Topics

### Module 4: What's SUP (Substance Use Prevention)?

Agendas

Activities

### Module 5: Advocating for Change in Schools

Agendas

Activities

# What's Substance Use Prevention (SUP)?

## Module

### Module 4: What's Substance Use Prevention (S.U.P.)?

This module is supported by a federal grant under the State Opioid Response program, with funding provided by the California Department of Health Care Services.

#### Overview

Substance use affects the health and wellness of many young people in a variety of ways, contributing to delayed brain development and higher risk behaviors, like unprotected sex and dangerous driving. Although alcohol, marijuana, and tobacco are the most commonly used substances among adolescents, almost two in ten 12<sup>th</sup> graders have reported trying prescription pills without having a prescription<sup>1</sup>.

The role of Youth Health Workers is to act as a resource to peers and learn how to appropriately refer those with substance use disorders (SUDs) to SBHC services. In this section, you will learn about substance use effects, substance use vs. misuse vs. dependence, and how to discuss this important topic with peers.

#### Objectives

In this module, participants will:

1. Identify common substances, their effects, and harm reduction tips.
2. Understand the risks of mixing substances.
3. Differentiate between substance use, misuse, and dependence.
4. Identify common myths about substance use.
5. Understand the stigma surrounding addiction and learn about addiction as a disease.
6. Define SBIRT and identify services offered by SBHCs to address substance use among young people.
7. Practice active listening skills when helping a friend and referring a friend to SUD services at their SBHC.

#### Agenda 1: The Effects of Substance Use (75 min)

1. Icebreaker/Check-In and Pre-Test (20 min)
2. Activity: Substance Use & Harm Reduction (30 min)
3. Activity: The Risks of Mixing (15 min)
4. Check-Out/Closing (10 min)

#### Agenda 2: Substance Use Disorders (SUDs) (100 min)

1. Icebreaker/Check-In (10 min)
2. Activity: An Introduction to Substance Use, Misuse, & Dependence (35 min)
3. Activity: SUD Myths & Facts (15 min)
4. Activity: Addiction as a Disease (30 min)
5. Check-Out/Closing (10 min)

#### Agenda 3: SBIRT & Your SBHC (120 min)

1. Icebreaker/Check-In (10 min)
2. Activity: Services at Your SBHC & SBIRT (20 min)
3. Activity: Screening - Mock CRAFFT Screening Interview (20 min)
4. Activity: Brief Intervention & Active Listening (40 min)
5. Activity: Referral to Treatment & How do we H.E.L.P. for SUDs? (20 min)
6. Post-Test and Check-Out/Closing (10 min)

#### Section Handouts

- Common Substances
- The Risks of Mixing
- Use/Misuse/Dependence Statements
- Fact or Myth?
- Stigma Scenarios
- The Drug War, Mass Incarceration and Race
- Substance Use Disorder & Addiction
- SBIRT & Principles of Treatment for Dependence
- Character Profiles/Mock CRAFFT Screening
- Non-Verbal Communication, Open-Ended Questions, and Reflection/Character Profiles
- H.E.L.P. for SUDs/ Assessing Situations Role Play Scenarios
- Additional Resources
- Additional Curricula & Resources

#### Word Bank

Harm Reduction  
Substance Use Disorder  
SBIRT

#### Did you know?

More than half of U.S. high school graduates will have tried an illegal substance by the end of 12<sup>th</sup> grade.<sup>2</sup>

**Facilitator's Note:** We strongly recommend partnering with your SBHCs mental health staff to support co-facilitation of the activities.

<sup>1</sup>Johnson LD, O'Malley PM, Bachman JG, Schulenberg JE, Miech RA. Monitoring the Future national survey results on drug use, 1975-2013: Volume I, Secondary school students. Ann Arbor, MI: Institute for Social Research, University of Michigan, 2014: 32-36.

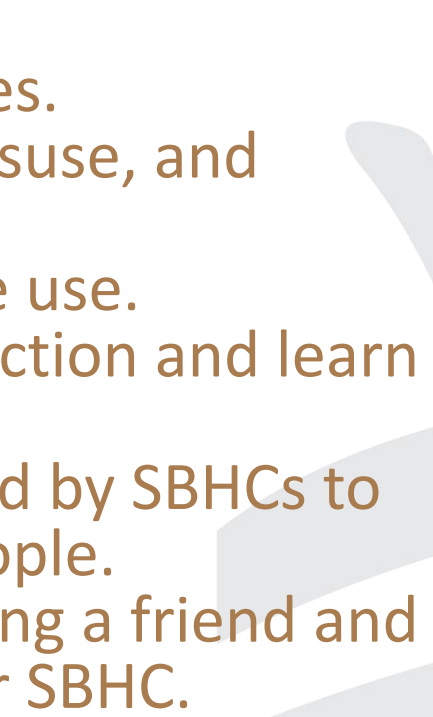
<sup>2</sup>Monitoring the Future (2005). Trends in Lifetime Prevalence of Use of Various Drugs for Eighth, Tenth, and Twelfth Graders. Web: July 8, 2015.

# What's Substance Use Prevention (SUP)?

## Module

### Objectives

In this module, participants will:

1. Identify common substances, their effects, and harm reduction tips.
  2. Understand the risks of mixing substances.
  3. Differentiate between substance use, misuse, and dependence.
  4. Identify common myths about substance use.
  5. Understand the stigma surrounding addiction and learn about addiction as a disease.
  6. Define SBIRT and identify services offered by SBHCs to address substance use among young people.
  7. Practice active listening skills when helping a friend and referring a friend to SUD services at their SBHC.
- 

# What's Substance Use Prevention (SUP)?

## Module

### **Agenda 1: The Effects of Substance Use (75 min)**

1. Pre-Test and Icebreaker/Check-In (20 min)
2. *Activity: Substance Use & Harm Reduction (30 min)*
3. Activity: The Risks of Mixing (15 min)
4. Post-Test and Check-Out/Closing (10 min)

### **Agenda 2: Substance Use Disorders (SUDs) (100 min)**

1. Pre-Test and Icebreaker/Check-In (10 min)
2. *Activity: An Introduction to Substance Use, Misuse, & Dependence (35 min)*
3. Activity: SUD Myths & Facts (15 min)
4. *Activity: Addiction as a Disease (30 min)*
5. Post-Test and Check-Out/Closing (10 min)

### **Agenda 3: SBIRT & Your SBHC (120 min)**

1. Pre-Test and Icebreaker/Check-In (10 min)
2. Activity: Services at Your SBHC & SBIRT (20 min)
3. Activity: Screening - Mock CRAFFT Screening Interview (20 min)
4. Activity: Brief Intervention & Active Listening (40 min)
5. Activity: Referral to Treatment & How do we H.E.L.P. for SUDs? (20 min)
6. Post-Test and Check-Out/Closing (10 min)

# Advocating for Change in Schools Module

## Module 5: Advocating for Change in Schools

### A note about this module:

Advocating for change in school policies requires support from multiple groups. While this module is focused on teaching young people how to advocate for change in school policies, it does not mean that they should do it alone. Adults should partner with young people. It is important that adults are engaged in advocating for alternatives to discipline because punitive school policies originate from adults. This module is meant to be implemented in a school where there is already strong adult support for alternatives to discipline so the adults can partner with the young people to advocate for changes in school policies. We encourage adult allies to participate in this module and complete the activities with young people.

### Overview

Drugs can also be called substances. Instead of suspending or expelling students for substance use, which pushes students out of school and can further exacerbate substance use, schools should play a role in identifying, intervening, and treating student substance use.

The role of YHVs is to act as a resource to peers. In this section, you will learn about how you, in partnership with the adults at your school, can advocate for change in punitive alcohol and drug policies on your campus.

### Objectives

In this section, participants will:

1. List the impact of punitive school policies on students.
2. Describe what an alternative to discipline policy/practice can look like.
3. Describe California Education Code Rules for Drugs and Alcohol Use/Possession.
4. List the important features of advocating effectively for changes on school campuses or in school districts.
5. Describe the importance of school-based health center programs/activities/projects.
6. Identify audiences that they may come in to contact with.
7. Practice tailoring messages to specific audiences.
8. Practice public speaking.

### Agenda 1: Restorative Approaches and School Policy (110 minutes)

1. Icebreaker/Check-In and Pre-Test (10 min)
2. Activity: School-to-Prison Pipeline (20 min)
3. Activity: Alternatives to Discipline (20 min)
4. Activity: Influencing School Policy (20 min)
5. Activity: Crafting Y(Our) Message (35 min)
6. Check-Out/Closing (5 min)

### Agenda 2: Delivering Advocacy Messages (90 minutes)

1. Icebreaker/Check-In (10 min)
2. Activity: Tailoring your Message to Different Audiences (30 min)
3. Activity: Getting Y(Our) Message Out (30 min)
4. Post-Test and Check-Out/Closing (20 min)

### Section Handouts

- A Tale of Two Schools – A Brief Overview of the School-to-Prison Pipeline
- Alternatives to Discipline Case Study
- Influencing School Policy
- An Issue I Care About Part 3
- General Tips for Advocacy
- Resources for Adults to Learn More about Alternatives to Discipline

### Word Bank

School-to-Prison Pipeline  
Alternatives to Discipline

### Did you know?

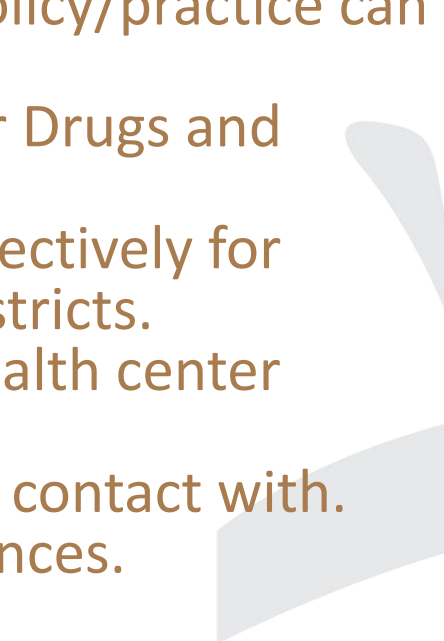
Suspensions and expulsions make students feel shame, alienation, and rejection, leading to higher instances of depression, substance use disorder, and other negative mental health outcomes.<sup>1</sup>

<sup>1</sup>American Psychological Association. (2006). Zero Tolerance Task Force, Are Zero Tolerance Policies Effective in the Schools: An Evidentiary Review and Recommendations, available at <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf>.

# Advocating for Change in Schools Module

## Objectives

In this section, participants will:

1. List the impact of punitive school policies on students.
  2. Describe what an alternative to discipline policy/practice can look like.
  3. Describe California Education Code Rules for Drugs and Alcohol Use/Possession.
  4. List the important features of advocating effectively for changes on school campuses or in school districts.
  5. Describe the importance of school-based health center programs/activities/projects.
  6. Identify audiences that they may come in to contact with.
  7. Practice tailoring messages to specific audiences.
  8. Practice public speaking.
- 



# Advocating for Change in Schools Module

## Agenda 1: Restorative Approaches and School Policy (115 minutes)

1. Pre-Test and Icebreaker/Check-In (10 min)
2. *Activity: School-to-Prison Pipeline (20 min)*
3. Activity: Alternatives to Discipline (20 min)
4. *Activity: Influencing School Policy (20 min)*
5. *Activity: Crafting Y(Our) Message (35 min)*
6. Post-Test and Check-Out/Closing (10 min)

## Agenda 2: Delivering Advocacy Messages (80 minutes)

1. Pre-Test and Icebreaker/Check-In (10 min)
2. Activity: Tailoring your Message to Different Audiences (30 min)
3. Activity: Getting Y(Our) Message Out (30 min)
4. Post-Test and Check-Out/Closing (10 min)

# Practice in Pairs

Choose one of the priority activities below, find a person who is interested in practicing the same activity, pair up and go through the activity (~30 min total)

## What's SUP

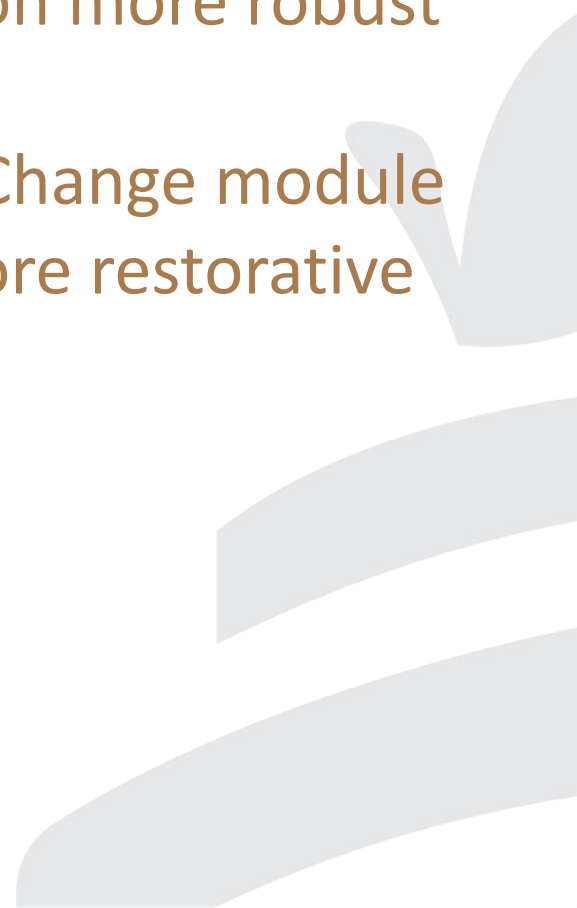
1. Substance Use & Harm Reduction
2. An Introduction to Substance Use, Misuse, & Dependence
3. Addiction as a Disease

## Advocating for Change

4. School-to-Prison Pipeline
5. Influencing School Policy
6. Crafting Y(Our) Message



# Reflection

- How was practicing the activity?
  - How do you envision using the What's SUP module to help make substance use prevention more robust at your school?
  - How can you use the Advocating for Change module to help move your school towards more restorative practices?
- 

# STAY CONNECTED



[schoolhealthcenters.org](https://schoolhealthcenters.org)



[info@schoolhealthcenters.org](mailto:info@schoolhealthcenters.org)



[schoolhealthcenters](https://www.facebook.com/schoolhealthcenters)



[sbh4ca](https://twitter.com/sbh4ca)



[sbh4ca](https://www.instagram.com/sbh4ca)



Gracias

謝謝

Thank you

Cảm ơn

Salamat

Tracy Nguyen

[tnguyen@schoolhealthcenters.org](mailto:tnguyen@schoolhealthcenters.org)

Irma Rosa Viera

[irosaviera@schoolhealthcenters.org](mailto:irosaviera@schoolhealthcenters.org)