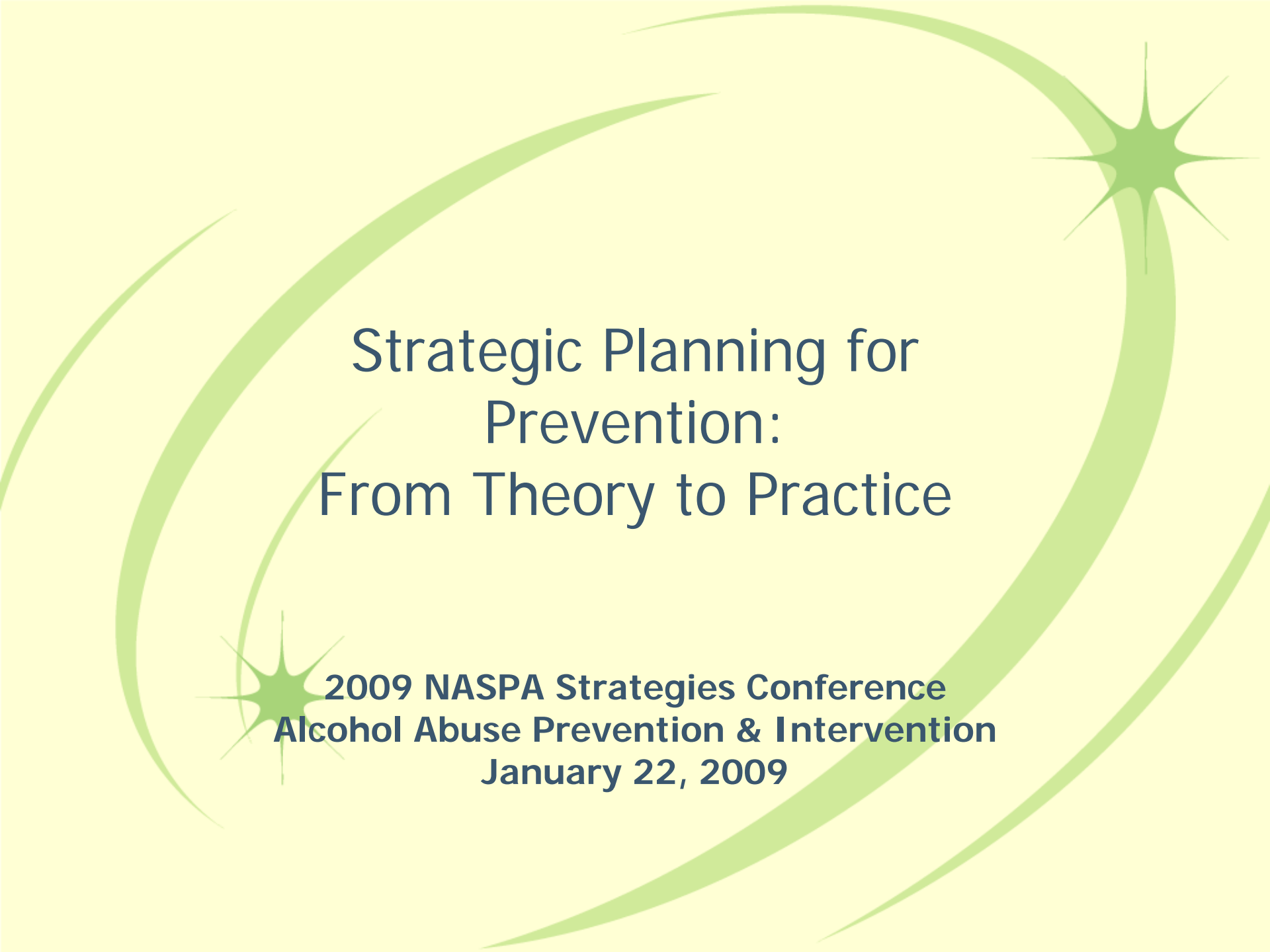


Strategic Planning for Prevention

Self-assessment:

- Circle your response to each question on your handout.
- Give yourself one point for each “Yes” circled.
- Join a group around a sheet marked with A, B, or C—the same letter you scored on your handout.



Strategic Planning for Prevention: From Theory to Practice

**2009 NASPA Strategies Conference
Alcohol Abuse Prevention & Intervention
January 22, 2009**

Session objectives

- Identify key components of a strategic planning process for prevention leaders at institutions of higher education.
- Explain how to create a strategic plan for their departments using available mission, values, data, budget, and stakeholder information.
- Discuss common experiences, challenges, and successes of strategic planning for prevention with professionals at similar levels of experience.

Common experiences

- What kinds of strategic plans have you created previously?
- What is one success you have achieved with a strategic planning process?
- What is one challenge you have encountered with strategic planning?

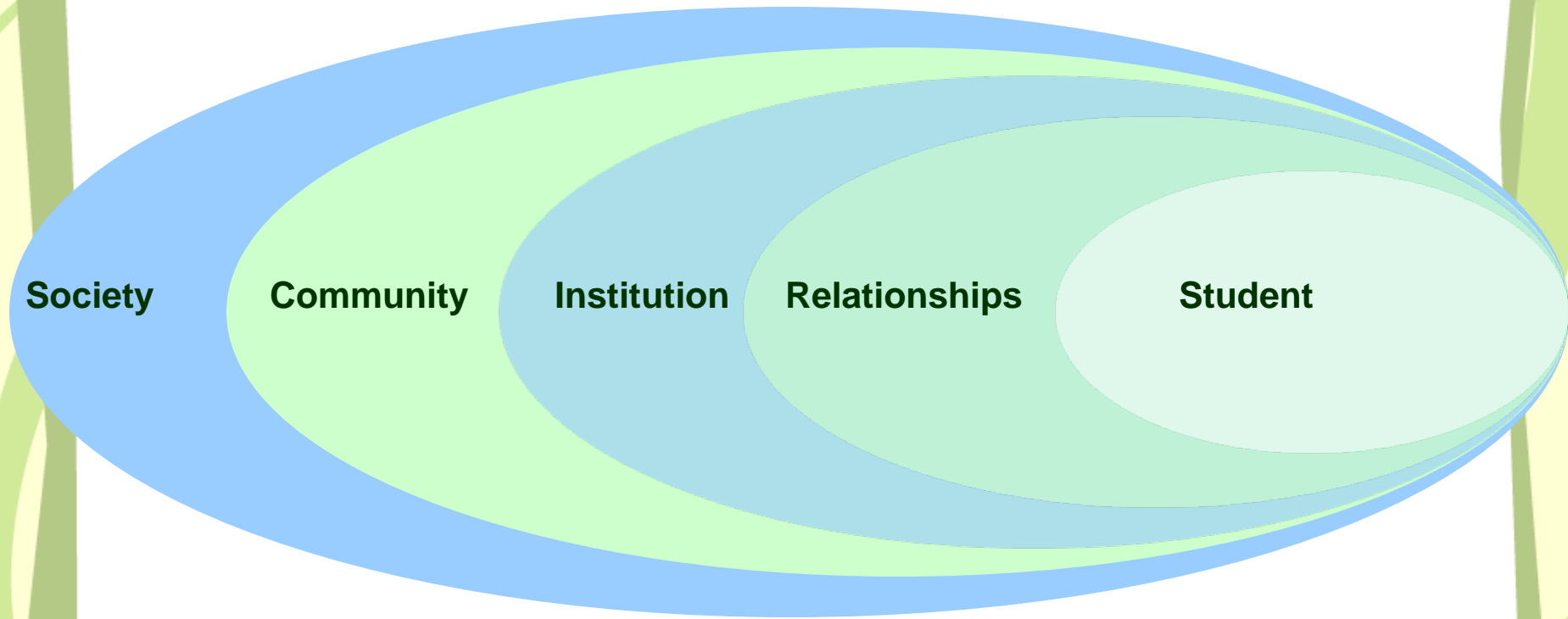
Session assumptions

- Many college students experience harm from high-risk alcohol use (their own & others').
- Alcohol affects student learning, development, and success.
- Students learning facts about alcohol does not affect students' alcohol use.
- Strategic planning is a creative, proactive, iterative, cyclical process.
- There is no one perfect strategic planning template that works for all institutions and all professionals.

Public Health

- Efforts organized by society to protect, promote, and restore the people's health
- The combination of sciences, skills, and beliefs directed to the maintenance and improvement of the health of all the people through collective or social actions
- A social institution, a discipline, and a practice with the goal to reduce the amount of disease, premature death, and disease-produced discomfort and disability in the population
- Addresses the health of the population as a whole rather than medical health care, which focuses on treatment of the individual ailment.

Social Ecological Model



Strategic planning

A formalized process to produce an articulated result (Mintzberg, 1994).

It's About Decisions...

- What to address?
- What success looks like?
- What to do?
- How to do it?
- How did it go?

Key aspects of strategic plans

- Distinct goals, outcomes, strategies and actions
- Integrated, systematic decisions
- Development and nurturing for core competencies
- Selective investment in resources
- Intentional and purposeful
- Coherent and unifying

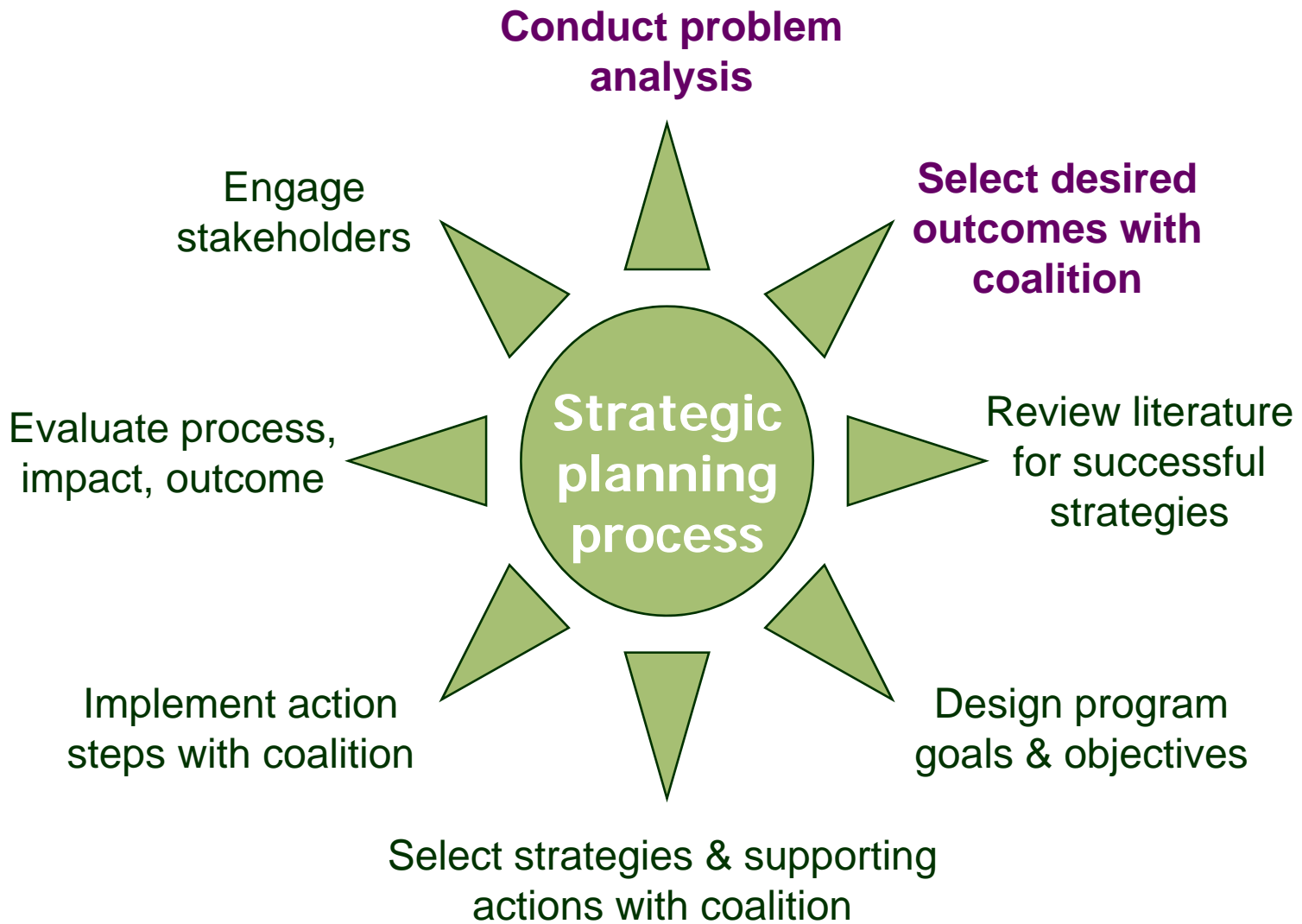
Mintzberg, H. , (1994).

Hax, A. C. & Majluf, N. S. (1996).

ACHA Standards of Practice for Health Promotion in Higher Education, 2004

- Connect with institution's learning mission
- Collaborate with campus and community stakeholders
- Develop cultural competence
- Select theory-based strategies
- Utilize evidence-based strategies

Key components	Resources, Tools
<p>DATA What data do we need, and how will we gather it?</p>	<p>NCHA, CORE, NCHRBS, Single-issue survey, Local survey, Environmental scan, Interviews, Focus groups</p>
<p>STANDARDS How do we know what we're doing will work?</p>	<p>SPHPHE, CAS, CHES, Literature reviews, Best practices</p>
<p>PRIORITIES How do we decide what to do?</p>	<p>Mission, vision, values, learning outcomes HC 2010 Biggest or smallest problem Easiest or most difficult strategies</p>
<p>COLLABORATION With whom will we work?</p>	<p>Formal and informal coalitions, committees, work groups</p>
<p>CULTURAL COMPETENCE Who are the populations whose health and learning we are supporting?</p>	<p>Demographics Cultural, social, economic, political characteristics Best practices</p>
<p>PROFESSIONAL DEVELOPMENT What skills and talents are needed to achieve the goals?</p>	<p>Ongoing performance planning and review Training Assessing fit Talents/strengths/personality inventories</p>



Alcohol-Related Outcomes

- High-risk alcohol use
 - Frequency
 - Quantity
 - Episodic heavy drinking
- Negative consequences of high-risk alcohol use
 - Self
 - Others
 - Community

High-Risk Alcohol Use

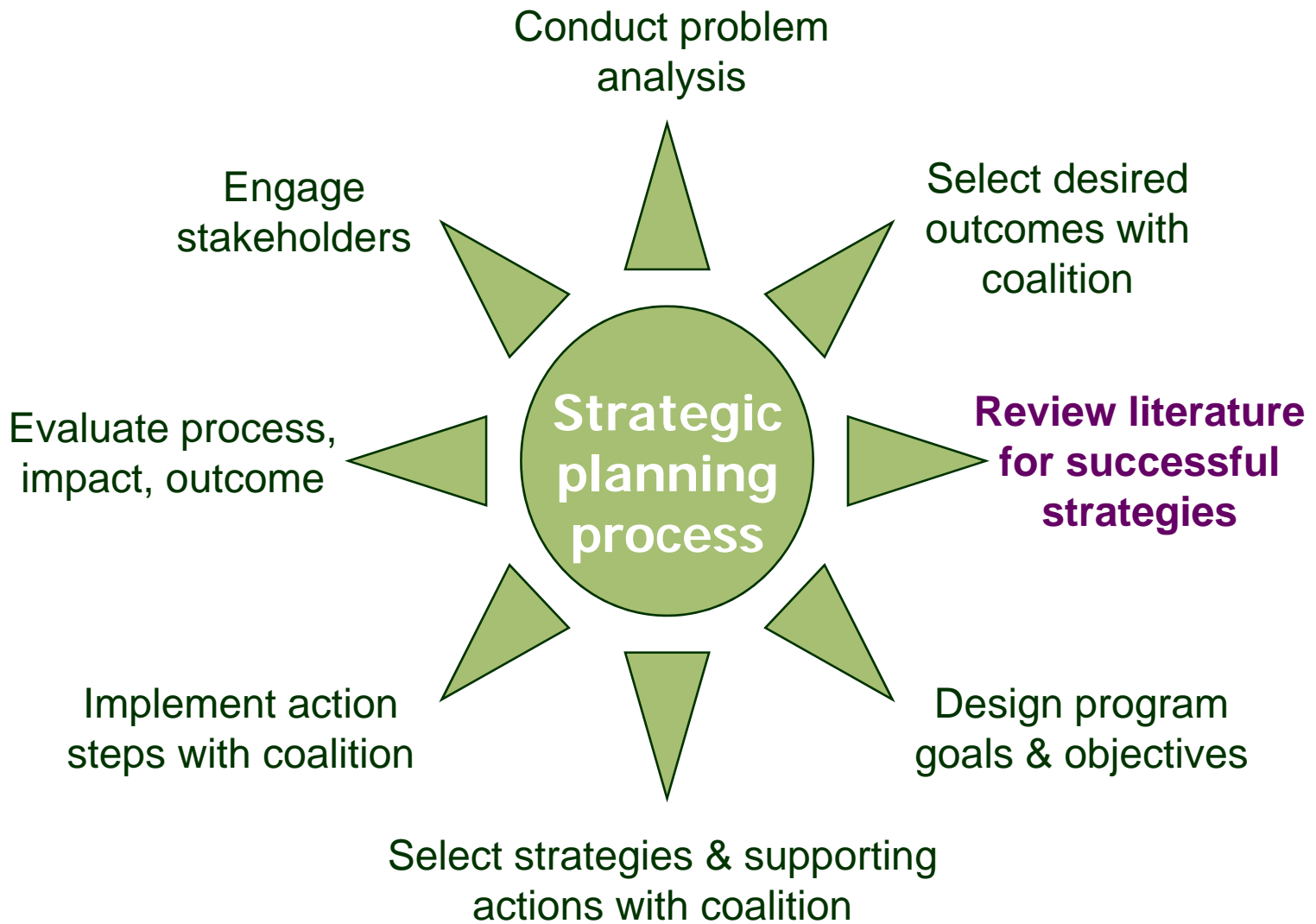
- Males: More than 2 drinks per day or 14 drinks per week.
- Females: More than 1 drink per day or 7 drinks per week.
- Drinking 4 (female) or 5 (male) drinks in one sitting.

Negative Consequences

- Violence
- Unplanned sexual activity
- Disruptions
- Vandalism
- Driving under the influence
- Argument
- Over/Under sleeping
- Illegal behavior NOS
- Inappropriate behaviors NOS
- Injury or death
- Legal consequences
- Interruption in studying, sleep or other goals
- Unplanned pregnancy or STI
- Emotional response
- Not fulfilling responsibilities
- Medical consequences
- Relationship problem
- Less Money
- Embarrassment
- Unwanted sexual advance
- Verbal abuse
- Noise
- Not feeling safe
- Lack of cleanliness

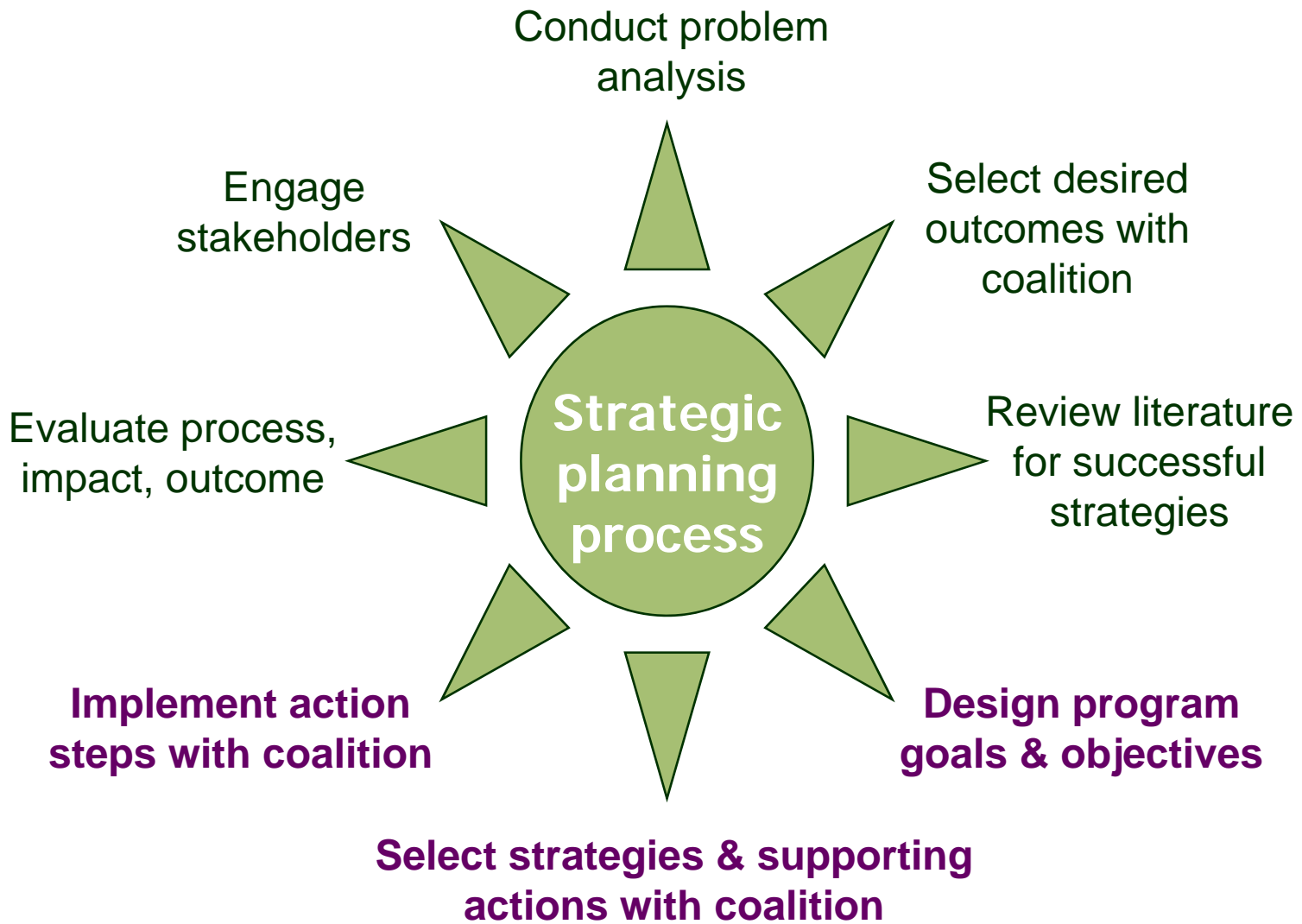
Discussion

- Which alcohol-related behaviors and consequences are most salient at your institution?
- How do you know this?
- What additional information/data do you need to determine which outcomes you would want to focus on?



Literature Review

- Process of finding current relevant appropriate studies with results similar to the outcomes and context of “our” institutions.
- NIAAA
- Higher Ed Center
- Join Together
- Journal of Addiction Studies
- Journal of American College Health
- Many other journals...



Goal	Outcome	Strategy	Activity
How would it look if the outcome were achieved?	What change needs to happen, and how will it be measured?	What major factors have shown demonstrable success in achieving the desired outcome?	What tasks will be completed to implement the strategy, and who will do them?
Decrease negative consequences from alcohol use.	Reduce by 10% the number of students who are transported for intoxication.	Create and enforce policy to limit the amount of alcohol consumed at university events.	Implement a system to monitor student drinking at university events.
What do you want to achieve?	Did it work?	Did we do the right thing?	Did we do something?

Goal	Outcome	Strategy	Activity

Management Planning

- Assess current “place”
- Articulate divisional priorities
- Determine contribution/fit of prevention to priorities
- Design department goals and objectives
- Assess staff competencies, resources, and development needs
- Assign and implement activities

Implementation Considerations

- What are some of the major issues that your campus faces when implementing prevention initiatives?
- What resources (time, \$, personnel, etc.) do you have to commit to prevention initiatives and how do you allocate them?
- When implementing prevention initiatives, what approval and support do you need, and from whom do you need it?

Conduct problem
analysis

**Engage
stakeholders**

Select desired
outcomes with
coalition

**Evaluate process,
impact, outcome**

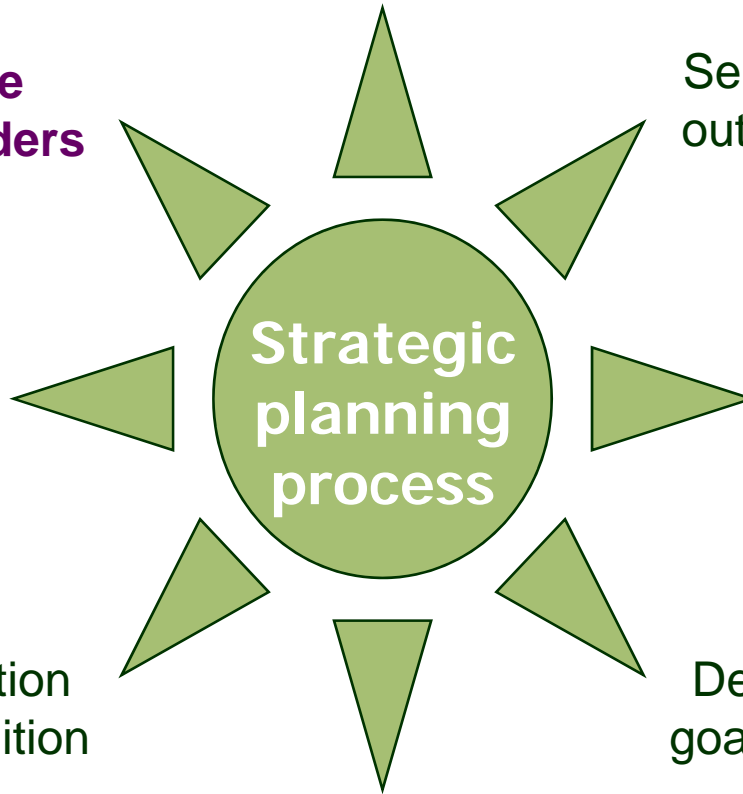
**Strategic
planning
process**

Review literature
for successful
strategies

Implement action
steps with coalition

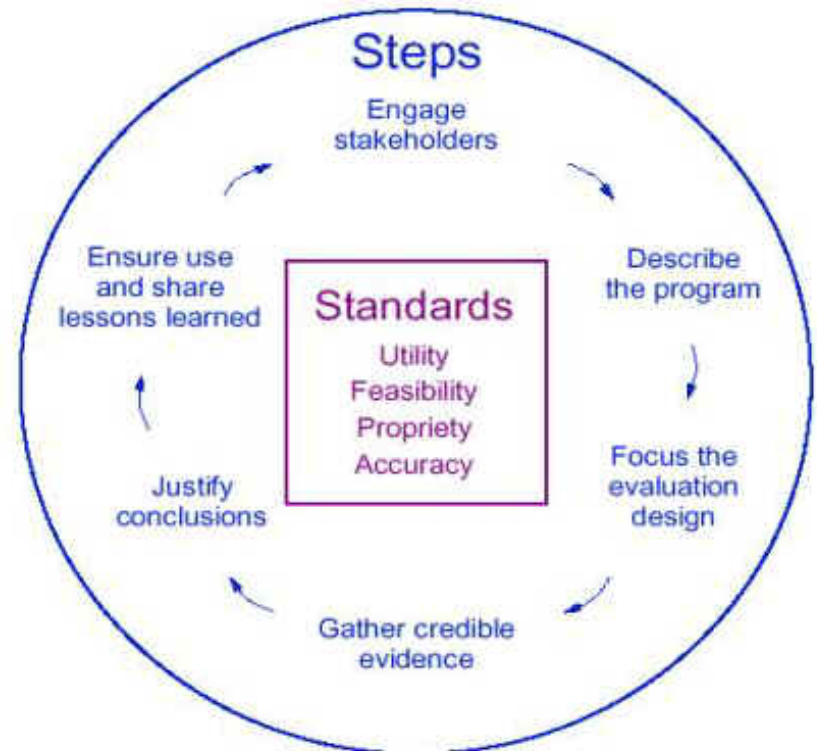
Design program
goals & objectives

Select strategies & supporting
actions with coalition



Framework for Program Evaluation

- What will be evaluated? (i.e. what is "the program" and in what context does it exist)
- What aspects of the program will be considered when judging program performance?
- What standards (i.e. type or level of performance) must be reached for the program to be considered successful?
- What evidence will be used to indicate how the program has performed?
- What conclusions regarding program performance are justified by comparing the available evidence to the selected standards?
- How will the lessons learned from the inquiry be used to improve public health effectiveness?



Our contact info:

Sarah Mart, MS, MPH

Marin Institute

sarahm@marininstitute.org

Melissa Kenzig, MSPH, CHES

Columbia University

mk2422@columbia.edu