

**WEBINAR**

**Personal Responsibility Education Program**



**FYSB** Family & Youth  
Services Bureau  
Adolescent Pregnancy  
Prevention Program



# Bridging the Gap: Connecting Shared Principles of Substance Use Prevention & Sexual and Reproductive Health Education

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# Webinar Logistics

- Mute when not talking.
- Turn off video if you experience any connection issues.
- Type questions in the chat.
- Time is reserved for questions and answers at the end.
- Take off “everyone” if you want to directly message with someone in the webinar.
- The transcript and recording will be available.



# Meeting Norms

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- **Participate and engage.** We want to hear from you, and we want you to hear from your colleagues. Having a balance in participation will allow for all voices to be heard.
- **Be fully present.** Although sidebar conversations in the chat and cell phone use may be tempting, we want to ensure our collective focus is in the same place so we can maximize our time together.
- **Step away when needed.** The content of this session has the potential to be triggering. This presentation includes references to violence and trauma.
- **Begin and end on time.**

# Agenda

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- Welcome and Meeting Overview
- Current Trends in Youth Substance Use
- Connections Between Substance Use & Sexual and Reproductive Health Prevention Efforts
- Activity: Adapting Programming
- Q&A
- Reflection & Closing Remarks



# Webinar Objectives

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**At the conclusion of this webinar, participants will be able to:**

- Describe current data and trends in youth substance use,
- Understand the connections between youth substance use prevention, sexual health education, and
- Identify ways and opportunities to incorporate substance use prevention into Personal Responsibility Education Program (PREP) programming.

# Terms to Know

Using person-first, clinically accurate language reduces stigma.<sup>1</sup>

## Instead of...

Addict



Person with Substance Use Disorder

Alcoholic/  
User



Person with \_\_\_ use disorder

Abuse



Use/Misuse

Clean



Negative,  
Abstaining/Not currently using

Dirty









Positive, Using

# Risk-taking is normative behavior

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- Adolescent development is characterized by reward sensitivity, lagged executive control, and sensation seeking.<sup>2</sup>
- Motivation and risk-taking can be both positive and negative (enjoyment, belonging, experimenting, and coping).<sup>3</sup>
- Due to changing physical and social environments, adolescents encounter risk situations more often.<sup>2</sup>
- Development of executive functioning is associated with maladaptive risk-taking.<sup>4</sup>

# Trends in youth substance use

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Currently drank alcohol	39	35	33	30	29	23	
Currently used marijuana	23	23	22	20	22	16	
Currently used an electronic vapor product†	–	–	24	13	33	18	
Ever used select illicit drugs	19	16	13	13	13	13	
Ever misused prescription opioids‡	–	–	–	14	14	12	
Currently misused prescription opioids§	–	–	–	–	7	6	



In wrong direction



No change

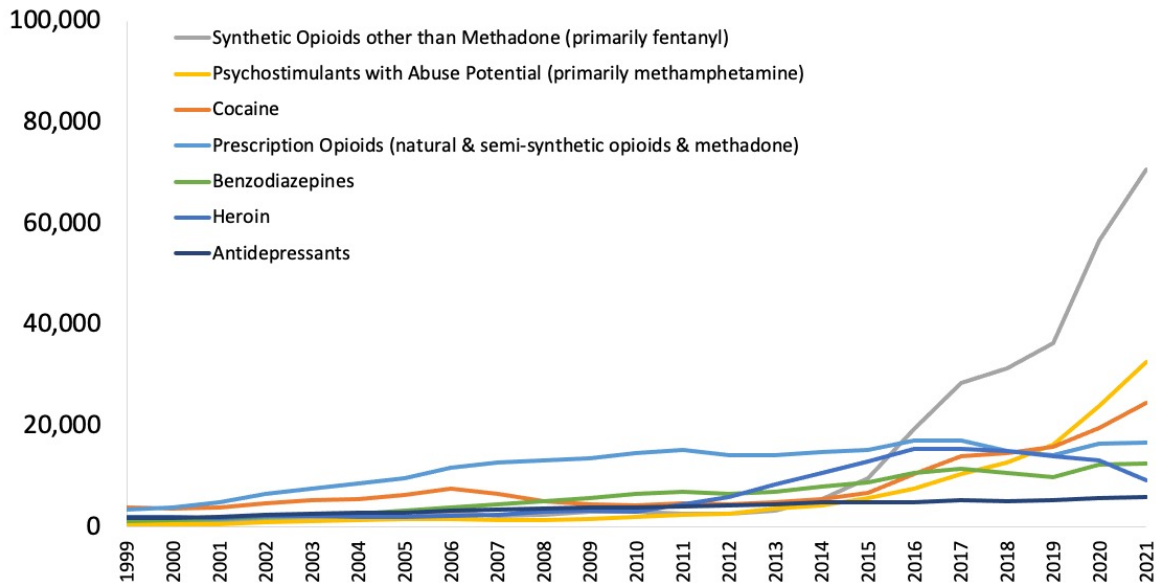


In right direction

[CDC, 2023](#) <sup>5</sup>

# Overdose deaths continue to climb

## Figure 2. National Drug-Involved Overdose Deaths\*, Number Among All Ages, 1999-2021

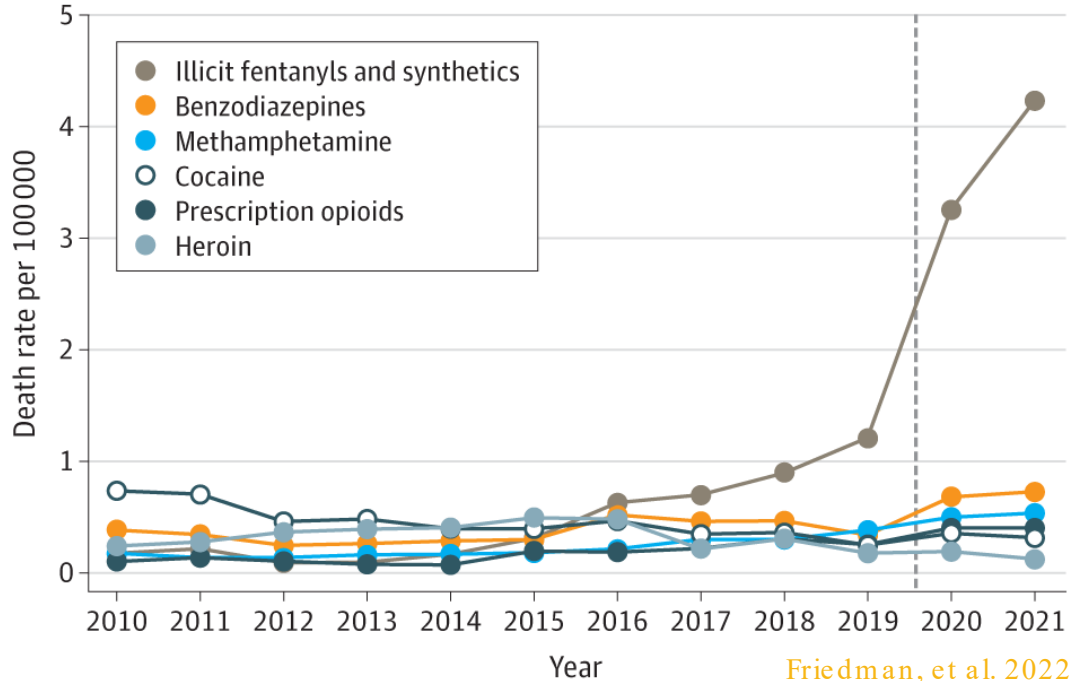


\*Includes deaths with underlying causes of unintentional drug poisoning (X40–X44), suicide drug poisoning (X60–X64), homicide drug poisoning (X85), or drug poisoning of undetermined intent (Y10–Y14), as coded in the International Classification of Diseases, 10th Revision. Source: Centers for Disease Control and Prevention, National Center for Health Statistics. Multiple Cause of Death 1999–2021 on CDC WONDER Online Database, released 1/2023.

[NIDA, 2023](#) 6

# Overdose mortality increases among youth

**A** Overdose mortality among adolescents by substance type

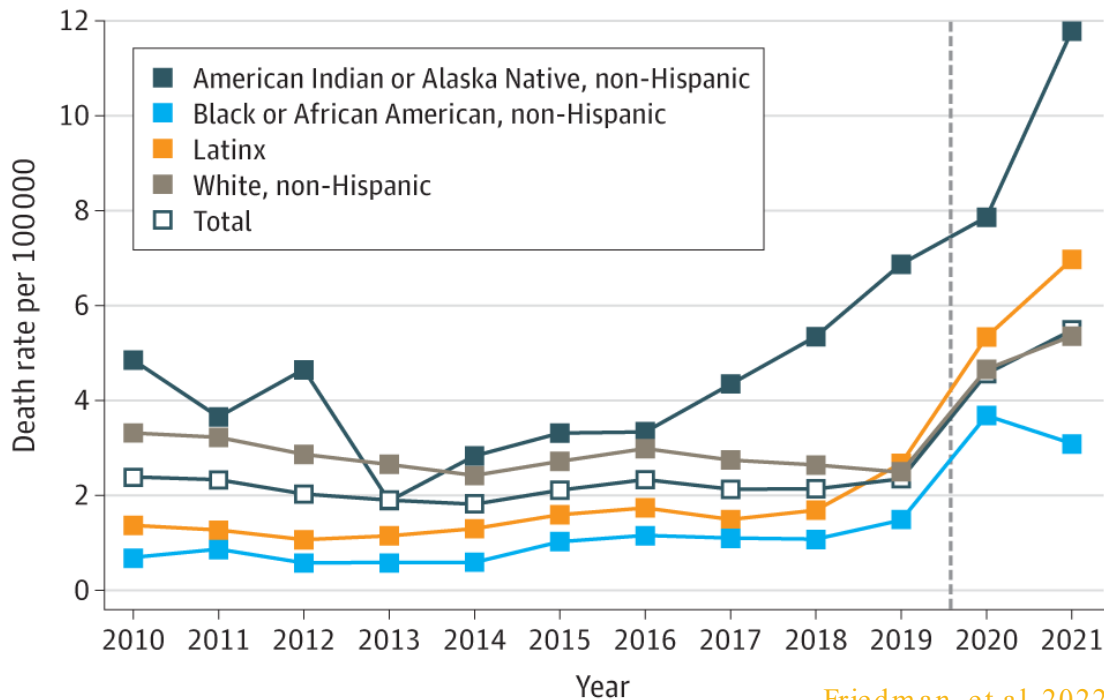


[Friedman, et al. 2022](#)<sup>7</sup>

Due to heightened risk from fentanyl and unintentional polysubstance use.<sup>7</sup>

# Racial and ethnic disparities are apparent

**B** Overdose mortality among adolescents by race and ethnicity



[Friedman, et al. 2022](#) <sup>8</sup>

# Disparities are a product of systematic racism

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- People of color are more likely to experience conviction and incarceration for drug-related offenses.<sup>9,10</sup>
  - Non-white youth are less likely to receive substance use treatment in the least restrictive services and more likely to be in juvenile justice settings.<sup>11</sup>
- Treatment for substance use disorders is less accessible for Black, Latine, and Indigenous people.<sup>9,10</sup>
  - People of color are more likely to be prescribed methadone which has burdensome rules and regulations over buprenorphine.



# Disparities are a product of systematic racism

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- Stress and material hardship are strongly linked to substance use.<sup>12</sup>
  - Communities of color often experience structural disadvantages like resource-poor neighborhoods, unemployment, and less access to education or financial institutions.
  - Discrimination is associated with greater likelihood of substance use.
  - Youth of color are more likely to witness community violence which is associated with increased odds of gun carrying, substance use, and suicide risk.<sup>13</sup>
- Those whose parents use substances are most likely to use.<sup>12</sup>

# Gender and sexuality intersect with these factors

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- Substance use and overdose is more common among girls 16 and under, but at 17 and older, they are more common among boys.<sup>14</sup>
- LGBTQ+ students and students with any same-sex partners are more likely to engage in substance use.<sup>5</sup>
- Those who experienced severe stress, depression, or anxiety are more likely to use substances. <sup>5</sup>
  - This association is stronger among girls and LGBTQ+ youth.<sup>14,15</sup>

# Family and community assets support non-use<sup>16</sup>

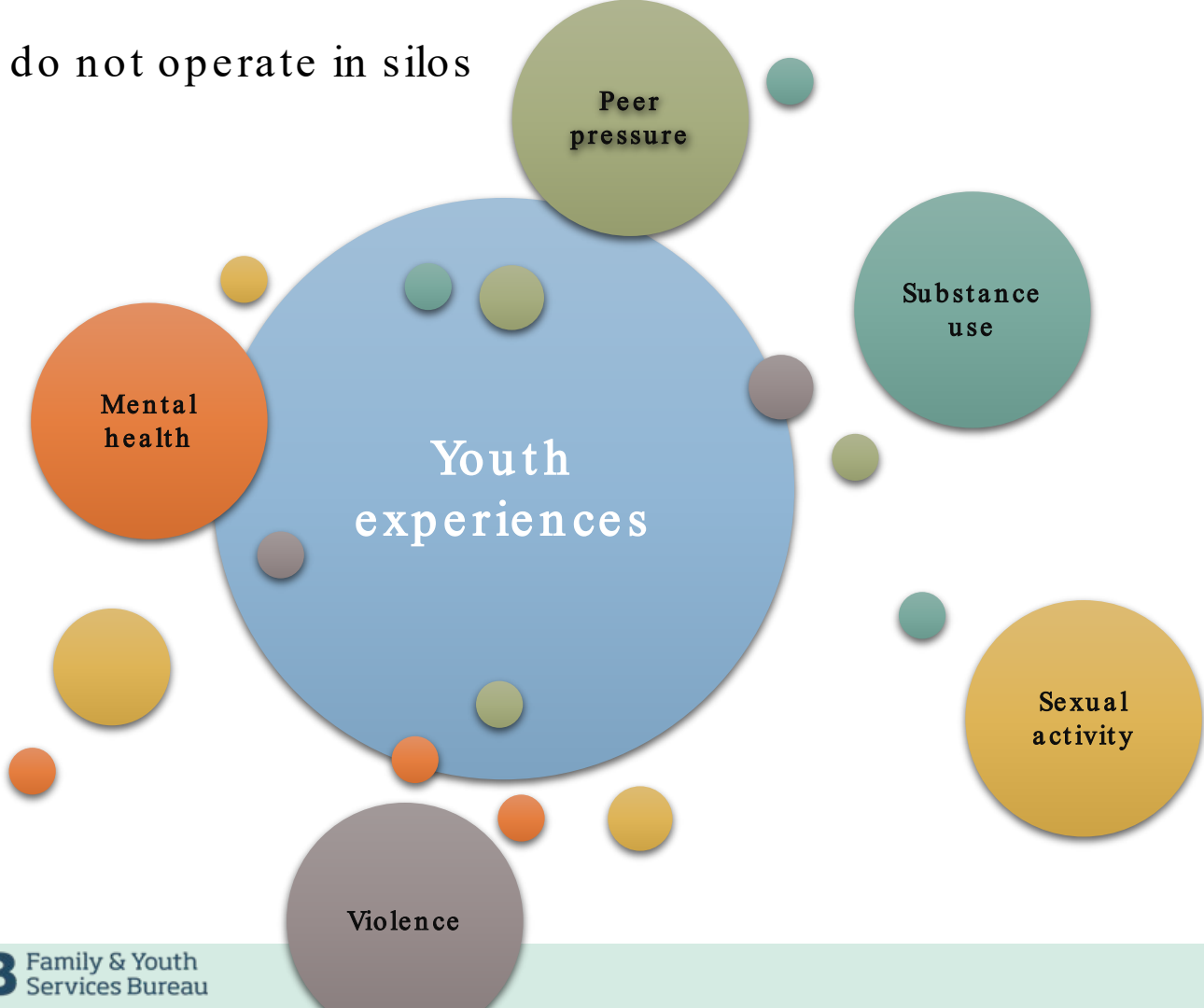
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- Non-parental and peer role models
- Participating in religious activities
- Responsible choices
- Positive family communication
- Good health practices (exercise/nutrition)
- Future aspirations
- Community involvement (especially for 1-parent households)

*How do you believe the interplay between current trends in popular culture, the broader social environment, and political climate shapes or is shaping young people's attitudes and behaviors regarding substance use?*

# Connections Between Substance Use & Sexual and Reproductive Health Prevention Efforts

# Youth do not operate in silos



Youth do not operate in silos

Peer  
pressure

Substance  
use

Mental  
health

*Then, why does our programming  
operate in silos?*

Sexual  
activity

Violence

# Substance use is linked to sexual health<sup>17</sup>

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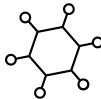
Early sexual initiation



More sexual partners



Higher frequency of unprotected sex and unintended pregnancy



Increased risk of STI and HIV infection



Increased risk of sexual and dating violence



# Substance use is linked to sexual health<sup>18</sup>

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Alcohol consumption was significantly associated with:



Early sex initiation (2x)



Inconsistent condom use (1.2x)



Having multiple sex partners (1.7x)

The skills that help youth promote healthy decision making around sex are the same for substance use.



Communication



Assertiveness



Boundary setting



Emotional regulation



Relationship formation

# Think broader

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It's helpful to think of your work broadly, and not just about pregnancy prevention.

- Take a prevention lens to youth programming
- Make programming reflect how youth experience life
- Help expand your reach and demonstrate your value to others

# Helping Young People at Risk

The screenshot shows a YouTube video player interface. At the top, the Johns Hopkins Bloomberg School of Public Health logo is visible. The main title is 'PUBLIC HEALTH ON CALL' in large white letters on an orange background. Below the title is the subtitle: 'Evidence and experience to help you understand today's public health news—and what it means for tomorrow'. A row of social media sharing icons (Facebook, Twitter, LinkedIn, Email, RSS, YouTube, Print, etc.) is displayed. Below the icons, the video title '406 - Better Together: Helping Young People at Risk for Addiction' is shown. The video player itself has a thumbnail with the 'PUBLIC HEALTH ON CALL' logo and a play button. The video title '406 - Better Together: Helping Young People at Risk for Addiction' is repeated above the player. The player controls show a duration of 30 minutes, a current time of 00:00:00, and a volume icon. The 'libsyn' logo is visible in the bottom right corner of the player area.

JOHNS HOPKINS  
BLOOMBERG SCHOOL  
of PUBLIC HEALTH

## PUBLIC HEALTH ON CALL

*Evidence and experience to help you understand today's public health news—and what it means for tomorrow*

Evidence and experts to help you understand today's public health news—and what it means for tomorrow.

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All Episodes / 406 - Better Together: Helping Young People at Risk for Addiction

### 406 - Better Together: Helping Young People at Risk for Addiction

**PUBLIC HEALTH ON CALL**  PUBLIC HEALTH ON CALL  
**406 - Better Together: Helping Young People at Risk for Addiction**

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# Prevention works best when it:

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- Addresses risk and protective factors,
- Operates on multiple levels: individual, family, community and society,
- Addresses social determinants of health,
- Is tailored to individuals and communities,
- Is culturally competent and relevant, and
- Is sustainable.<sup>19</sup>

# Prevention works even better when it:

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Starts early!

Every year that substance use is **delayed** while the adolescent brain develops, the risks for addiction and substance misuse **decreases**<sup>19</sup>

# Strategic Prevention Framework<sup>20</sup>

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While used in the substance misuse prevention field, this framework is applicable across content areas.



# Strategic Prevention Framework

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1. **Assessment:** What is the problem?
2. **Capacity:** What do you have to work with?
3. **Planning:** What should you do and how should you do it?
4. **Implementation:** How can you put your plan into action?
5. **Evaluation:** Is your plan succeeding?





# Strategic Prevention Framework

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All guided by two core principles:

- **Cultural competence**
- **Sustainability**



# The SASH Lab

*The Dreamer Girls Project* interviews Black teen girls from across the nation to understand risk and protective factors to using drugs and sexual risk behavior, understanding how racism and sexism impacts behavior, and using findings to develop a HIV, STI, and drug use prevention program for Black girls.



## Increasing Ethnic Identity And Pride

Creating spaces where Black girls can learn more about their culture, history, and be proud of their race while challenging negative race and gender stereotypes that are often placed on Black girls.



## Increasing Social Support

Social support doesn't have to come from family, it can come from chosen family (friends, extended relatives, teachers, counselors and support staff, peer mentors).



## Building A Strong Sense Of Community

Create spaces for girls that highlight the beauty of the towns, cities, and neighborhoods that Black girls live and thrive in, and promoting resources for capacity building among Black girls.



## Increasing Empowerment

Honor Black girls as they speak, allowing them to lead and placing them in positions of leadership and power where they can be supported.

# The B Lab

*Focus on Youth with Informed Parents and Children Together (FOY+ImPACT)* is an 8-session universal, group-level CDC-endorsed evidence-based intervention that prevents multiple risk behaviors among urban, Black adolescents, primarily focused on preventing sexual risk behaviors. The B Lab is currently adapting and updating the intervention based on the needs of youth affected by parental drug use.



# LST+

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*LST+* is an adaptation of Botvin's Life Skills Training, an evidence-based, universal curriculum focused on personal self-management skills, social skills and drug resistance skills. LST+ includes additional modules focused on sexual health topics (i.e., myths & realities, boundaries, identifying risks) that complement the original content.

Introduces new components:

- Question box
- Refers to skills developed in the original LST (boundary setting and decision-making) and applies it to sexual health

## **F** Personal Boundaries about Sex (10 minutes)

1. Tell students that they can set boundaries about sex to protect their health. As previously discussed they might experience peer pressure to use cigarettes, alcohol, or other drugs, and they will likely also encounter pressure to participate in sexual activity. Define boundaries and explain that setting and committing to them now will prepare them for situations where they might feel pressure.

**Boundary** a dividing line that marks a limit. A line that divides what is in your personal interest and what is not.

2. Ask students to list some boundaries that students their age might set about sex and relationships. Write these on the board. If abstinence is not mentioned prompt students to mention it. Also try to elicit answers related to other behaviors such as sexting or "sending nudes," dating someone who is older than them, dating while in middle school, etc.
3. Ask students to write down their personal reasons for not having sex in the student guide. Tell them that even if they have had sex in the past, they can write down a reason that they may not have sex in the future.
4. Ask students why it is important to know and list your personal reasons for not having sex. Why is it important to state your limits and intentions to your friends/partner?

### **Point to make**

- *It is important to have personal limits when it comes to sex.*
- *One way to respect someone's boundaries is to always ask for consent.*

## **C** Using the 3Cs Model to Uphold Personal Boundaries (10 minutes)

1. Tell students that the 3Cs decision making model (clarify, consider, choose) they previously learned about can be used to help decisions in situations that challenge personal boundaries.
2. Direct students to the scenarios in the Upholding Personal Boundaries section in the

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**Activity:**  
***Adapting APP  
Programming to Integrate  
Substance Use***

# Example Lesson Materials

## WORKSHEET

### Friendship Defined

An in-depth relationship combining trust, support, communication, loyalty, understanding, empathy and intimacy

Here are a few examples of what a true friend looks like:

#### They are real with each other

True friends do not feel pressure to “fake it”, or wear masks, when they are together. They are not afraid to be silly. They do not wear clothes or say things to try and impress each other. They enjoy, and feel comfortable with, being themselves.

#### They listen to each other

Good friends pay attention to what other people are saying and do not always steal the spotlight to talk about themselves. They express interest in your thoughts and ideas, and they value your opinion.

#### They are loyal and trustworthy

Real friends stick with you, even when things are hard. They do not talk about you behind your back, and they can be trusted with your secrets.

#### They have similar values

Great friends enjoy similar interests and value things that you like. Because of this, true friends do things together that both people consider fun. They do not pressure you to try things that you are not comfortable doing.

### Opportunities to mention substance use:

- Ask probing questions
- Provide realistic examples that drive home the consequences of substance misuse
- Complete the activity alongside youth and weave in substance use

#### What Qualities Do You Want in a Friend?

(Rank in order of importance)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Good grades    | <input type="checkbox"/> Fun-loving      | <input type="checkbox"/> Kindness and compassion |
| <input type="checkbox"/> Popularity     | <input type="checkbox"/> Plays sports    | <input type="checkbox"/> Common backgrounds      |
| <input type="checkbox"/> Honesty        | <input type="checkbox"/> Same interests  | <input type="checkbox"/> Common beliefs          |
| <input type="checkbox"/> Integrity      | <input type="checkbox"/> Living nearby   |  |
| <input type="checkbox"/> Sense of humor | <input type="checkbox"/> Easy to talk to |  |
| <input type="checkbox"/> Loyalty        | <input type="checkbox"/> Creativity      |  |

Worksheet from Real Essentials



# The Media's Influence on Me

## WORKSHEET

### Exposure

- I normally receive \_\_\_\_\_ text messages/day.
- I spend about \_\_\_\_\_ hours on social media.
- I am on my cell phone \_\_\_\_\_ minutes/day.
- I send \_\_\_\_\_ pictures/day from my cell phone.
- I normally watch or stream \_\_\_\_\_ shows/day.
- I watch \_\_\_\_\_ movies/month and go to the movies \_\_\_\_\_/month.
- I see \_\_\_\_\_ ads online/week.
- I read or browse \_\_\_\_\_ magazines each week.
- I listen to the radio \_\_\_\_\_ minutes/day.
- Do you listen to the advertisements on the radio or while streaming music? \_\_\_\_\_
- I play apps/games/video games about \_\_\_\_\_ times/week for \_\_\_\_\_ hours.
- I listen to, or stream, music online \_\_\_\_\_ times a week for \_\_\_\_\_ hours.

*Why do you think there are so many advertisements everywhere?  
Do you think media messages have the power to change behavior?  
When has it influenced your behavior?  
What risky behaviors are made normal by the media?*

### Messages

- Which shows portray healthy, young role models?
- What does the music you listen to say about relationships and love?
- How much do you think it costs to run one ad during the Super Bowl?
- How much money do you think is spent on advertising every year?
- What age group are most advertisers interested in reaching and influencing? Why?

### Opportunities to mention substance use:

- Ask how sex and/or substance use is promoted in media
- Ask what do these messages convey to them
- Provide real data on substance use and mental health that contradicts what's glamorized
- Always refer back to healthy decision-making

# Tips for talking to young people<sup>21</sup>

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- Avoid scare tactics and being condescending.
- Do some research to use facts and combat myths about the impacts of substance use.
- Ask them what they know and think.
- Discuss the pros and cons of use and connect them to young people's goals.
- Let them know you care about their health and success.
- Share relatable stories, or, if possible, ask other youth to share their stories and experiences.

# Q&A

# Resources

## **Drug-free Communities Program**

- <https://www.cdc.gov/drugoverdose/featured-topics/drug-free-communities.html>

## **Community Anti-Drug Coalitions of American (CADCA)**

- <https://www.cadca.org/cadca-youth-leadership/>

## **Substance use and sexual risk-taking: Connecting the dots for adolescent health professionals**

- <https://teenpregnancy.acf.hhs.gov/resources/substance-use-and-sexual-risk-taking-connecting-dots-adolescent-health-professionals>

## **Keeping youth drug free**

- <https://store.samhsa.gov/product/keeping-youth-drug-free/sma17-3772>

## **Building on strengths: The role of positive youth development in adolescent pregnancy prevention programming**

- <https://teenpregnancy.acf.hhs.gov/resources/building-strengths-role-positive-youth-development-adolescent-pregnancy-prevention>

## **White House to Host Bipartisan Youth Substance Use Prevention Summit and Award Outstanding Local Community Prevention Efforts**

- <https://www.whitehouse.gov/ondcp/briefing-room/2023/10/30/white-house-hosts-bipartisan-youth-substance-use-prevention-summit-as-part-of-president-bidens-unity-agenda-strategy-to-beat-the-overdose-epidemic/>

# Contact Information

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# Thank You!

# We Want to Hear From You!

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- Please complete a short survey about your experience with today's webinar.
- The survey will pop up on your screen when the webinar ends.
- If you attended the webinar with other team members, please share the link and complete the evaluation separately.

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