

STAFF TRAINING 1 OF 1

Dusenbury et al (1995) Eleven components of effective drug abuse prevention curricula

Research Checklist

- The strategy (or program) produced the desired changes in the target population
- The research was conducted by reputable researchers and published in a reputable journal
- The study used a rigorous evaluation design
- The study shows few negative effects
- The study was replicated at more than one site
- The program was implemented by school staff in the study
- The study is a meta-analysis

Check all that apply:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Prevention | <input type="checkbox"/> Intervention | <input type="checkbox"/> Treatment |
| <input checked="" type="checkbox"/> Substance Use | <input checked="" type="checkbox"/> Violence | <input checked="" type="checkbox"/> Problem Behavior |
| <input checked="" type="checkbox"/> Preschool | <input checked="" type="checkbox"/> Elementary | <input checked="" type="checkbox"/> Middle School |
| <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> School Staff | <input checked="" type="checkbox"/> Parents |

Summary: (Give your opinion about the quality and outcome of this study. Would you recommend use of this strategy based on this article?)

An analysis of this article found that it does support staff training as an effective preventive strategy. This article is a thoroughly conducted review of several drug prevention programs. The authors have compiled a list of 11 components that appear to be necessary to insure an effective drug prevention program: research-based/theory driven, developmentally appropriate information about drugs, social resistance skills training, normative education, broader-based skills training and comprehensive health education, interactive teaching techniques, teacher training and support, adequate coverage and sufficient follow-up, cultural sensitivity, additional components (family, community, and media), and evaluation. They also list several Promising Prevention Curricula which includes: Alcohol Misuse Prevention Project, Life Skills Training, Seattle Social Development Program, Project STAR, Teenage Health Teaching Modules, and Project Northland. The article also points out that most programs researched for efficacy are not well marketed by the developers mainly because researcher do research not marketing. The multi-component approach, which I believe to be a most promising preventive strategy, appears to be a victim of poor marketing techniques. I think more effort could be made to utilize research-based programs. If people understood that a multi-component approach was the most comprehensive way to have a positive impact on our youth and achieve the desired outcomes demanded by society, surely they would be using it.