Good Ideas are Not Enough:
Making Evidence-Based Practices
Work for Your Campus

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Our Presenter [HEC AOD]

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Where Do We Begin?

- The field has identified both efficacious and promising strategies that result in significant reductions in alcohol and other drug misuse and related consequences. There is no need to "reinvent the wheel"

What Is An Evidence-based Practice?

- Evidence-based practice (EBP) is an interdisciplinary approach to clinical practice that has been gaining ground following its formal introduction in 1992. It started in medicine as evidence-based medicine (EBM) and spread to other fields such as audiology, speech-language pathology, dentistry, nursing, child life specialty, psychology, social work, education, library and information science. EBP is traditionally defined in terms of a "three legged stool" integrating three basic principles:

- the best available research evidence bearing on whether and why a treatment works,
- clinical expertise (clinical judgment and experience) to rapidly identify each patient's unique health state and diagnosis, their individual risks and benefits of potential interventions, and
- client preferences and values

What Helps Us Determine When A Prevention Practice Works?

- Control or comparison group
- Pre- and post-program assessments
- Behavioral outcome measures
- Can show reduction in:
  Drinking and/or drug misuse
  Consequences
  Both!

Possible Barriers to EBP Implementation

- Barriers can exist to dissemination, adoption, implementation, and maintenance (Rogers, 1995)

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Barriers

- Proper training of those delivering a program

- A tendency to "reinvent" innovations (Rohrbach, D'Onofrio, Backer, & Montgomery, 1996)

- Preventionist drift (i.e., issues of fidelity)

- Need for ongoing assessment and continued training

Keep in Mind…

- We can learn as much from a hypothesis that is not supported as we can from a hypothesis that is supported.

- The key is having a methodology in place to really be able to interpret findings

- Let's look at several steps in the EBP assessment process…
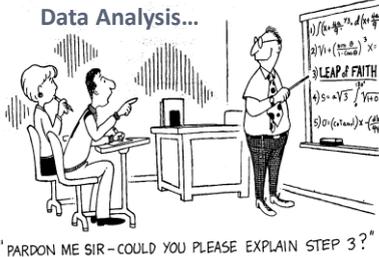
Survey Considerations

- Select measures that best meet your needs and will provide answers you're looking for

- Be aware of the time frames of each measure (e.g., past month, past three months, past year) in context of follow-up

- Consider a range of variables getting at your issues of interest

- Consider impact of in-person vs. paper-pencil vs. web-based vs. other alternative method

Data Collection Considizations

- Hold data collection periods constant
- Select an incentive your students will see as attractive

Data Analysis...

"PARDON ME SIR—COULD YOU PLEASE EXPLAIN STEP 3?"

Data Analysis Considerations

- Look for outliers
- Think critically about your findings (maintain a "healthy skepticism")
- Analyze your data in a way that best detects and is sensitive to change
- Beware of categorical results...for example...

Drawbacks of Making Categorical Summaries

- Consider these data:
  - 85% drink 0, 1, 2, 3 or at the most 4
  - 15% drink 5 or more

- If a number of students who drink 12 reduce their drinking to 6, they're still nevertheless in the 5 or more group.

- These changes will not be detected!

Before Declaring Success or Failure of Your EBP

- Any one thing we do is part of an overall puzzle, and there might be some students for whom a prevention/intervention effort is useful

- Examine moderators

- Remember that sometimes data might move in the wrong direction
  - Example:
    - A student who becomes more accurate at reporting consumption patterns
    - Calls for help, medical transport, and/or reporting
    - Policy violations

- Fidelity is key.

When EBP's Don't Work...Where Do We Look?

- Collaboration

- Networking and Program Promotion

- Building Intervention Capacity

- Evaluation of Our Interventions

- Establishing a Diversified Funding Base

- Engaging Stakeholders to Support Program Sustainability

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Collaboration

- Have we communicated regularly with our collaborators and nurtured relationships?

- Have we strategically empowered our partners to utilize their strengths?

- Have we engaged our partners in diversified roles?

- Have we addressed common barriers, such as varying priorities among members, conflicts of interest, and lack of or shifting funding?

- As programs are implemented and refined, Have we added collaborators as needed?

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Networking and Program Promotion

- Have we increased program's visibility and likelihood of sustainability?

- How well do our established networks offer support and help to modify and improve efforts through exchange of ideas and techniques?

- Are our networking efforts advancing insight into sustainability strategies and resources that might not have been identified locally, but have been successful for similar programs or groups?

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Building Intervention Capacity

- Have we ensured that multiple program staff or coalition leaders and members are trained in the essential program elements or strategies?

- Have we developed written resources, such as manuals and ongoing documentation of program processes to ensure that programs are sustained with fidelity?

- Have we kept a written record of collaborators and the roles that they have played in our project?

- If transitions are needed from one collaborator (individual or organization) to another, can this position be filled more appropriately and seamlessly based on the infrastructures we have established?

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Evaluation of Our Interventions

- Are we working with a qualified evaluator who is knowledgeable about appropriate and current data analytic methods for our project?
- Are we using tools that can most accurately and efficiently measure what we want to measure?
- Are our samples of students large enough to detect changes or differences when they exist?
- Has our evaluator "cleaned" our dataset thoroughly?
- What are the possible alternative explanations for negative or null results?

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Establishing a Diversified Funding Base

- Have we included sustainability funding options and support within our unit or campus strategic plan?
- Have we identified the types of funding sources to be pursued to operate and sustain particular program elements, the manner in which the approach will be made, and the person responsible for the approach?
- Have we established a timeline to secure funding for the project??
- Have we engaged stakeholders is sustainability discussions from the beginning of the project?

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Engaging Stakeholders to Support Program Sustainability

…A well-developed evidence-based program or intervention, in combination with a well-articulated training, implementation, and sustainability plan, can offer a road map to enhanced effectiveness and the capacity to implement and evaluate a broad scope of evidence-based services delivered to our students in most need of them.

Sustainability

Strategic Planning

Project Workgroup & Steering committee

Presentations & Publications

Consultation with Colleagues

Media Advocacy

Presidents Advisory Council on AOD Prevention

Addictions Research Center

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Locating Evidence-based Practices

- **College AIM, National Institute on Alcohol Abuse and Alcoholism**
- https://www.collegedrinkingprevention.gov/collegeaim/

- **National Registry of Evidence-based Programs and Practices, Substance Abuse and mental Health Services Administration**
- https://www.samhsa.gov/capt/tools-learning-resources/national-registry-evidence-based-programs

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