SAFE HOMe – how Stark County schools, students and their families can prevent opiate abuse
What does StarkMHAR do?

Vision
People of Stark County live enriched lives through wellness and recovery

What we do
Advance public mental health and addiction prevention, treatment and recovery in Stark County through funding, advocacy and education.

Mission
People of Stark County have access to a state-of-the-art mental health and recovery system of care.
The evolution of the opiate epidemic in Stark County...

Opiate Treatment Admissions

Stark County Opiate Use Disorder Client Counts - Calendar Year 2004-2016

Total Number of Stark County Opiate Use Disorder Clients in Treatment

StarkMHAR.org
Stark County Suicide and Overdose Deaths, 2011-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Suicide Deaths</th>
<th>Overdose Deaths</th>
<th>Heroin/Fentanyl specific overdose deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>49</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2013</td>
<td>62</td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>2014</td>
<td>57</td>
<td>66</td>
<td>37</td>
</tr>
<tr>
<td>2015</td>
<td>59</td>
<td>75</td>
<td>46</td>
</tr>
<tr>
<td>2016</td>
<td>75</td>
<td>118</td>
<td>85</td>
</tr>
</tbody>
</table>
3.9% of surveyed youth, grades 6 – 10, had used prescription drugs within the past 30 days.

The Stark County Coroner’s Office reports that prescription drugs and other opiates are present in 60% of all Stark County drug related deaths.
Prevention Activities

STARK COUNTY’S
Drug Take Back DAY

/StarkMHAR
StarkMHAR.org
Stark County Drug Collection Box Network
Community Education and Awareness
State vs Stark County Statistics

- Ohio experienced a 440% increase in drug related deaths (1999 – 2011)
- 13% of Ohio youth reported misusing/abusing prescription opiates in the past 30 days (ODH, 2013)
- Stark County experienced a 471% increase in drug related deaths (2000 – 2011)
- 3.9% of Stark County youth reported misusing prescription drugs in the past 30 days. (DFSC, 2016)
Strategic Prevention Framework
CADCA’s 7 strategies to effective community change

1. Provide Information
2. Enhance Skills
3. Provide Support
4. Change Access/Barriers
5. Change Consequences, Incentives/Disincentives
6. Change Physical Design
7. Modify and Change Policies
Only multi-pronged approaches will prove to be effective in this epidemic

- Prevention
- Treatment
- Law enforcement

- Policy/Legislative
House Bill 367 – Opioid Abuse Prevention

• Requires the board of education of each local district to select a health curriculum that includes instruction on the dangers of prescription opioid abuse.

• Requires health education to include instruction in prescription opioid abuse prevention
  • Emphasis on the prescription drug epidemic
  • Connection between prescription opioid abuse and addiction to other drugs, such as heroin
Why SAFE HOMe?

- Drug Free Stark County has established community based prevention strategies designed to reduce prescription drug abuse and misuse
- It is part of a comprehensive, community wide substance abuse prevention program
- StarkMHAR recognized an opportunity to develop a Stark County specific resource for schools and students
How was SAFE HOMe developed?

- StarkMHAR funded and supported
- Two year pilot
- Data driven
- Contributions by local subject matter experts
- Focus groups helped direct the grade band emphasis
  - Teachers, counselors, school administration
  - Community members – parents, family members, people in long term recovery, community coalition members
  - Stark County Substance Abuse Prevention Specialists
Theoretical Basis of Curriculum

• Social Norming Theory postulates that Intervening Factors can influence decision-making regarding misuse and abuse.

• Factors selected as most relevant for a School-based Universal Prevention Program:
  • social norms
  • family norms
  • community norms
  • social access
Influence of Protective Factors in Prevention

• Protective and risk factors affect peoples’ decisions to misuse or abuse medication or drugs.

• SAFE HOMe builds protective factors:
  • Students’ self-control
  • Dispel “pluralistic ignorance” about misuse/abuse
  • Parental engagement with school life
  • Make public anti-drug use policies at school
Prevention Message: No Diversion

• According to research and SAFE HOMe focus groups, Social, Family, and Community norms seem to be more tolerant of medical misuse and non-medical abuse of prescription opioids, than the misuse and abuse of illicit drugs.

• Focus of prevention message of SAFE HOMe is to end tacit approval of Diversion.
SAFE HOMe Learning Objectives

• Educate youth about effects and risks from use, misuse, and abuse; including dependency and addiction
• Enhance social competency and pro-social behavior to end diversion of prescription opioids through social access
• Align social perceptions toward prescription opioids to reflect realities of great risks from misuse/abuse and relatively small number of usage by youth and adults
• Educate parents and children to help redefine family norms to eliminate medical misuse and nonmedical use of prescription opioids.
National Health Standards alignment

• 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
• 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
• 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
• 5: Students will demonstrate the ability to use decision-making skills to enhance health.
• 8: Students will demonstrate the ability to advocate for personal, family, and community health.
Structure of Curriculum

- Grade bands - 4/5, 8, and 10

- Three strands in each grade level:
  - Social-Emotional Competencies
  - Content knowledge
  - Family engagement

- Written and video components address all strands
Intermediate Grades 4/5 Focus

• Social-Emotional Competencies: positive self-concept through practicing acts of kindness and setting boundaries for healthy friendships

• Content Knowledge: safe handling of prescriptions, including usage, storage, and disposal (Six Pillars)

• Family Engagement: home safety inventory and dialogue about practices and values related to proper handling of medications

• Home project – *Family Crest*
Middle School – 8th grade

• Social-Emotional Competencies: understanding positive and negative peer pressure, setting goals

• Content Knowledge: proper use; consequences of diversion, misuse, and abuse

• Family Engagement: interview about peer pressure and personal and family goals to end diversion

• Home project – Super Heroes Against Diversion
High School – 10\textsuperscript{th} grade

• Social-Emotional Competencies: problem-solving, avoiding social pressures, refusal skills

• Content Knowledge: proper use; avoidance of diversion; consequences of misuse, abuse, and addiction

• Family Engagement: interview about societal norms on misuse and abuse, articulate family norms regarding use, misuse, and abuse

• Home project – \textit{Time Capsule of SAFE HOMes}
Initial Findings from Pilot Year

• All Grades – encouraged student-parent interaction

• 4th/5th grade: enhanced prosocial behavior and parent engagement

• 8th grade – enhanced views of adult support in community; parent supervision, parental support, greater sense of belonging, decreased expectation of peer usage

• 10th grade - enhanced views of adult support in community; parent supervision, parental support, (their parents pushed them to do well); decreased 30-day usage of marijuana, prescription medications, and opioids.
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