This is (Not) About Drugs
Prescription Pain Medicine (Opioids) and Heroin Prevention Program

overdoselifeline.org/education

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Youth Educational Program Designed to Specifically Address the Opioid Public Health Crisis

Overdose Lifeline, Inc. (ODL) has created the first youth-focused educational program addressing the opioid public health crisis. “This is (Not) About Drugs” (TINAD) is an in-class, universal program designed to raise awareness to substance misuse, with a special emphasis on prescription opioids. The brief intervention is a complement to foundational evidence-based programs such as Botvin Lifeskills and Too Good for Drugs.

The outcome-driven, science-based program incorporates NIDA principles, risk and protective factors, is designed to fit within school time constraints, and aligns with the most common health curriculums.

- Universal, in-class brief intervention
- Complements foundational EBP such as Too Good For Drugs/Botvin Lifeskills
- Incorporates personal stories from youth affected by opioids / SUD for peer-to-peer learning
- Targets youth in grades 6 – 12, with ability to prioritize transitional years
- Pre- and post-assessment via youth worksheet activity
- Classroom setting recommended, over convocation
- Built for 45-minute time block, can expand for longer time periods
- Evaluation in collaboration with Indiana University Public Policy Institute
- Presenter or facilitator training program, available for licensing
- Companion parent, community and educator programming available

Educational Program Objectives / Outcomes

1. The risks of prescription pain drug misuse.
2. How misuse can lead to addiction, heroin use, overdose, and death.
3. Recognize opioid overdose symptoms, availability of naloxone, and necessity to call 911.
4. Understand the disease of addiction and the impact on the individual, family, and friends.
5. Alternatives to using substances in dealing with life stresses.
6. The many ways to ask for help and available information and resources.

380+ Delivery Partners in 21+ U.S. States
Currently, 21+ U.S. states, leveraging 380+ strategic community partners, are certified and deploying this critical, time-sensitive, program.
**Program Design**

TINAD takes a peer-to-peer approach and makes use of personal stories to educate and influence the decisions – or choices – someone makes about their own body and health.

The lesson plan and materials are designed to provide the student with the opportunity to learn through a guided and practical exercise - deepening their understanding and retention.

The program follows an efficacy-based model of design and continuous measurement and improvement. Program materials remain relevant to current conditions and benefit from ongoing feedback from schools/educators, students and presenters to allow for versioning and updates applied to the program.

**Program Elements**

- **Pre-assessment**
  Captures the student’s established perception and opinion on six main lesson points.

- **Film and Discussion**
  The lesson outcomes are the blueprint of the peer-to-peer film which finds students in real, everyday terms sharing their personal stories. The discussion portion of the lesson allows the students to express their opinion about what they just watched and the presenter to guide the discussion.

- **Post-assessment**
  Asks the student to re-assess the same six lesson point statements after they have benefited from the film and the discussion.

- **After the Lesson Support**
  A takeaway card and website supports the student after the lesson.

- **Science-based Measurement and Results**
  The student worksheets and the “After the Lesson” educator survey data helps Overdose Lifeline and Partner Organizations track/measure the effectiveness of the lesson plan and educational materials and improve upon the program.

**Why is it important to talk to youth about opioid risks?**

Unlike other substances, there is an increased risk of addiction and overdose with opioid misuse. Few youth are aware of this risk and 14% report use of nonprescribed pain medication. This education is critical — it's lifesaving.
Informed Theoretical Approaches

- Social Learning Theory – behavior is shaped through modeling or observing behaviors, reinforcement of experiencing positive consequences for behavior
- Social Development Theory – behavior change occurs when an individual gains information about the risks and benefits of certain behaviors, while forming attitudes based on that information and learn behavioral skills

Targeted Risk & Protective Factors

- Risk – early initiation of drug use, friends' use of substances, low perceived risks with substance use, favorable attitudes toward substance use, family history of substance use, easy availability of opioids
- Protective – educate about the risks of rx opioid misuse, understand disease of addiction and contributing factors, encourage help-seeking behaviors, discuss healthy alternatives to alcohol and drugs in dealing with life stressors

Program Applied Theory

- Raising awareness of accurate and evidence formulated information about opioids, addiction and substance use encourages non-substance use norms.
- Learning from peer experience around the initiation, progression and addiction of opioids strengthens low benefit and high risk perceptions of misuse.
- Increasing awareness of role of peers, coping, family and environment initiates student pursuit of help-seeking behavior and self-efficacy.

As reported by the CDC: Heroin use more than doubled among young adults ages 18–25 in the past decade. Following CDC recommendations “Address the strongest risk factor for heroin addiction: addiction to prescription opioid painkillers.”

Program Evaluation

There is not currently an evidence-based program specifically addressing youth opioid misuse. In collaboration with the Public Policy Institute (PPI) at Indiana University, ODL conducted an evaluation of the program using a quasi-experimental design with a pre-and 90-days post-test comparison of program objectives.

Findings: significant increase in understanding the risks associated with the use of nonprescribed pain pills, the dangers of using/misusing opioids one time, the relationship between prescription pain medication and heroin, and more knowledgeable about naloxone and its purpose.

View study brief and full report at www.overdose-lifeline.org/study
# Program Outline: 45 Minute Lesson Example

Fits a 45 minute classroom schedule - easily adapts to fit longer time periods

<table>
<thead>
<tr>
<th>Worksheet - Pre-Assessment</th>
<th>Part 1: Student provides opinion on six statements - align to main lesson learning objectives.</th>
<th>2 Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduce the theme (Choice) and topic.</td>
<td>1 Min</td>
</tr>
<tr>
<td>Opioid Public Health Crisis</td>
<td>What is occurring. What it means for the student. RX opioids and heroin association. RX opioid misuse - Risk of addiction, overdose and death.</td>
<td>5 Min</td>
</tr>
<tr>
<td>Understanding Addiction</td>
<td>Brief overview of the disease of addiction. How many affected. How age and family history increase the risks of developing this chronic disease.</td>
<td>4 Min</td>
</tr>
<tr>
<td>This is (Not) About Drugs Film</td>
<td>Peer-to-Peer Film: Young people share personal stories of how they have been affected by opioid misuse/heroin use, addiction or overdose.</td>
<td>14 Min</td>
</tr>
<tr>
<td>Opioids Effect on Brain &amp; Central Nervous System</td>
<td>Opioids impact on the brain (how it adapts). tolerance, dependence, withdrawal. How one may start with other drugs and transition to heroin.</td>
<td>4 Min</td>
</tr>
<tr>
<td>Opioid Overdose</td>
<td>How to recognize the signs of an opioid overdose What is Naloxone (NARCAN) - opioid overdose reversal drug. What to do -- call 911.</td>
<td>4 Min</td>
</tr>
<tr>
<td>Dealing w/ Stress / Peer Pressure / Seek Help</td>
<td>Why people turn to drugs. Making good choices. Healthy alternatives to dealing with stress. Encourage seek help/talk to someone. Available resources.</td>
<td>5 Min</td>
</tr>
<tr>
<td>Worksheet - Post Assessment</td>
<td>Part 2: Student reassess their opinion on six statements. Capture additional measures and student insights.</td>
<td>3 Min</td>
</tr>
<tr>
<td>Key Takeaways - Conclusion</td>
<td>Review lesson's key points, handout student take-away, encourage students to visit the &quot;After the Lesson&quot; website, share what they have learned.</td>
<td>3 Min</td>
</tr>
</tbody>
</table>
Before, ONLY 8% Strongly Agree that Pain Pills and Heroin are the Same Drug. After, 63% Strongly Agree - a 55% INCREASE.

After, 76% Understand an Overdose Can Happen with the 1st, 2nd, 3rd Use - a 23% INCREASE of Student’s Knowledge.

After, 60% Strongly Agree, the Younger Someone Starts Drinking Alcohol or Using Drugs INCREASES the Risk of Addiction - a 17% INCREASE of Student’s Knowledge.

After, 62% Strongly Agree Pain Pill Misuse is as RISKY as Heroin - a 37% INCREASE of Student’s Knowledge.

22% of the Students Know Someone Misusing Pain Medicine. 15% - Preferred Not to Say.

"The overall quality and content of this presentation is an excellent tool to raise awareness of teens and drug use, specifically prescription drug use, misuse, and abuse. Every teenager should be educated on this topic, & this presentation is an excellent method of delivering this information." -- Brad Short, Teacher, Covington Community High School

"Students of today need real life examples and connections to peak their interest. This program does just that." -- Kris Sims, Teacher, Ben Davis Ninth Grade Center, Indiana

92% Rate the Lesson as Excellent/Good.

After, 71% Strongly Agree/Agree That They are MORE Likely Now to Talk to Someone and Get Help.

After, 78% Strongly Agree/Agree That They are Less Likely Now to Misuse Prescription Pain Pills.

After, 84% Strongly Agree/Agree that drinking alcohol, using marijuana or other drugs increases the likelihood that someone would use heroin - a 32% INCREASE of Student’s Knowledge.

Source: Calendar Year 2018 Student Worksheet Data

"A must see. Kids need to know the information and how to ask for help." - Linda Niewedde, Teacher, Irvington Preparatory Academy, Indiana

"I appreciate Overdose Lifeline, Inc. for coming out to our high school to present this lesson on heroin prevention. Heroin use has become an epidemic in our state and it’s vital that our young people become aware of what could potentially happen to them if they experiment with heroin or opioids." - Jeff Wright, Teacher, New Palestine High School, Indiana