



PREVENTION WORK PLAN

Strategy Definitions & Examples

INFORMATION DISSEMINATION

Information dissemination provides awareness and knowledge of the nature and extent of problem gambling and related behaviors and its effects on individuals, families, and communities. The strategy is also intended to increase knowledge and awareness of available prevention programs and services and not as agency promotion. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two.

Types of services conducted and methods used for implementing this strategy include the following:

- **Materials Development Process:** The creation of original documents and other educational pieces (completed audiovisual, written, curriculum, periodical, or public service announcement) for use in information dissemination activities related to problem gambling and related behaviors and its effects on individuals, schools, families, and communities.
 - Services under this category include:
 - Audiovisual materials
 - Printed materials, curricula, newsletters, and public service announcements.
 - Maximum time allowed for each development project:
 - Up to ten (10) hours for original article development
 - Up to one (1) hour for a 30- to 60- second radio PSA development
 - Up to four (4) hours per page for print layout and design
 - Media materials need to be problem gambling and related behaviors prevention content-specific as opposed to advertisement for agency promotion, services, or events.
- **Online Conference Call, Meeting, or Webinar:** Services intended to provide information about problem gambling and related behaviors prevention using the Internet/telephone to replace face-to-face meetings or presentations (*Note: Telephone calls, text messages, or email used for preparation time, agendas, or meeting plans are a part of day-to-day business and are recorded as indirect hours*).
- **Small Informational Session:** A face-to-face prevention service intended to impart information about problem gambling and related behaviors issues to general or targeted individuals or small groups. The maximum number of participants is 20.
 - Examples: Individual, Parent and Child, Family; Small businesses
- **Media Interview:** Services intended to provide information about problem gambling and related behaviors prevention through radio interviews and other media events where the audience is indirectly receiving substance abuse related information.
- **Health Fair:** Generally, this is a school- or community-focused event that offers an opportunity to provide information on problem gambling and related behaviors prevention and health-related issues.

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- Original Audiovisual Material Developed: Prevention material developed involving audio/visual components (*Prior IDPH authorization required*).
 - PowerPoint Presentation(s): Prior to development, presentations must be approved by IDPH staff to be entered as direct service and are subject to the following:
 - Presentation will be used multiple times by other agency staff.
 - Original presentation development is limited to a **maximum of six hours**.
- Original Written Material Developed: Written materials designed to inform individuals, schools, families, and communities about the effects of problem gambling and related behaviors and available prevention approaches and services.
 - Examples:
 - Brochures
 - Flyers
 - Fact sheets
 - Posters
 - Pamphlets
 - Newspaper articles
- Original Curriculum Developed: A course of study in prevention that includes all of the materials needed for the course to be replicated, including learning goals and objectives, materials, evaluation, etc. (*Prior IDPH authorization required*)
 - Example: An Iowa example of curriculum development is Strengthening Families Program: For Parents and Youth 10-14, which was developed at Iowa State University.
 - *Note*: Prior to development, curriculums must be approved by IDPH staff to be considered direct service. Developing a short-term recurring service to be presented over several sessions at a school, after-school, or summer program is indirect time and not billable.
- Original Periodicals Developed: A report giving timely prevention news or information of interest to a particular group, produced on a periodic basis.
 - Example: Newsletter
- Original Public Service Announcement (PSA): A media message provided through public means at no charge, designed to inform audiences concerning problem gambling and related behaviors and its effects on individuals, schools, families, and communities, but not for agency promotion.
 - Materials developed are counted as the quantity of items developed, not disseminated.
 - Example: Radio or Television PSA development
- Speaking Engagements: A wide range of prevention activities intended to impart information about problem gambling and related behaviors to general and/or targeted audiences.
 - Examples:
 - Speeches
 - Talks
 - News conferences
 - Briefings
 - One-time classroom presentations
 - One-time assembly presentations

EDUCATION

Prevention education for problem gambling and related behaviors involves two-way communication and is distinguished from the information dissemination strategy by the fact that interaction between the educator and/or facilitator and the participants is the basis of its

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components. Services under this strategy aim to improve critical life and social skills, including decision-making, refusal skills, critical analysis, and systematic judgment abilities.

Recurring education services involve an *enrolled* group of people over a *fixed period of time* with specific *criteria for determining completion*.

Note: A one-time presentation should be counted as a speaking engagement under Information Dissemination.

Types of services conducted and methods used for implementing this strategy include the following: classroom educational services, educational services for youth groups, parenting/family management services, peer leader/helper programs, and small group sessions.

- Classroom Educational Services: Prevention lessons, seminars, or workshops that are recurring and are presented primarily in a school or college classroom.
 - Examples:
 - Delivery of evidence based and/or IDPH approved programs/curriculum
 - Regular and recurring problem /disordered gambling related education presentations to students
- Educational Services for Youth Groups: Structured problem gambling and related behaviors prevention lessons, seminars, or workshops directed to a variety of youth groups (children, teens, young adults) and youth organizations.
 - Examples:
 - Problem gambling and related behaviors education for youth groups
 - General problem gambling and related behaviors prevention education for leaders/volunteers of groups or organizations serving youth
- Peer Leader/Helper Programs: Structured, recurring prevention services that use peers (people of the same rank, ability, or standing) to provide guidance, support, and other risk reduction activities for youth or adults.
 - Examples:
 - Peer resistance development
 - Peer/cross-age tutoring programs
 - Youth groups
 - Teen leadership institutes
 - Peer support activities (e.g., clubs, church groups)
- Small Group Sessions: Provision of educational services to youth or adults in groups of not more than 16 members.
 - Examples of recurring services:
 - problem gambling and related behaviors education groups
 - Short-term education groups
 - Youth education groups
 - Parent education groups
 - Workplace education groups
 - Church education groups

Note: In Iowa a small group is defined as not more than 40 participants.

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ALTERNATIVES

Alternatives provide for the participation of target populations in activities that exclude gambling related activities. The assumption is that constructive and healthy activities offset the attraction to or otherwise meet the needs usually filled by gambling related activities and would therefore minimize or remove the need to gamble.

Iowa funds the direct service of technical assistance to get alternative activities accepted in communities and to assist in planning for the activity. *Iowa no longer funds direct service hours for participation at the activity (e.g., chaperones), serving in the role of running a program, or coordinating the activity.*

- Alternatives Technical Assistance: Technical assistance to community groups/agencies who wish to provide:
 - Gambling free school or community events
 - Teen or senior citizen community center activities
 - After school programs
 - Mentoring programs
 - Youth groups involved in policy or environmental change
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ENVIRONMENTAL

The environmental strategy establishes or changes written and unwritten community standards, codes, and attitudes, thereby influencing the incidence and prevalence of the problem gambling and related behaviors by the general population. This strategy is divided into two subcategories to permit distinction between activities that center on legal and regulatory initiatives and those that relate to service- and action-oriented initiatives.

Environmental process is providing technical assistance/consultation services to groups and/or individuals *that lead to or work toward a specific environmental change*. Types of technical assistance that can be provided and methods used for implementing this strategy include the following:

- Establishing Gambling Free Policies: Activities intended to establish places of education and workplaces free of gambling products and use. These activities track efforts to establish or enhance school and workplace policies regarding gambling activity. Examples:
 - School use policies and procedures (passed or improved)
 - Business/workplace use policies and procedures (passed or improved)
 - Public Policy Efforts: Activities intended to reflect efforts to change public policy about problem gambling and related behaviors. Examples:
 - Social marketing campaigns
 - Conducting public policy campaigns
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PROBLEM IDENTIFICATION AND REFERRAL

Problem identification and referral aims to classify those who have indulged in illegal or age-inappropriate gambling and to assess whether their behavior can be reversed through education. ***It should be noted, however, that this strategy does not include any function designed to determine whether a person is in need of treatment.***

Types of services conducted and methods used for implementing this strategy include the following:

- Employee Assistance Program: Technical assistance to workplaces that provides problem gambling and related behaviors information for employees with gambling related problems that may be interfering with work performance.
 - In Iowa the direct service involves assisting and training a business in establishing an Employee Assistance Program and not acting as the Employee Assistance staff person.
 - Examples:
 - Workplace prevention education programs
 - Risk reduction education for work-related problems involving gambling
 - Problem gambling and related behaviors related education and promotion programs for employees
 - Supervisor training
 - Screening for referral to which prevention service would be most appropriate (not screening or assessment for treatment)
- Student Assistance Program: Structured prevention programs intended to provide problem gambling and related behaviors information for students who's gambling may be interfering with their school performance.
 - In Iowa the direct service involves assisting and training a school district in establishing a Student Assistance Program and not acting as the Student Assistance staff person.
 - Examples:
 - Early identification of student problems
 - Referral to designated helpers
 - Follow-up services
 - In-school services (e.g., support groups)
 - Screening for referral to which prevention service would be most appropriate (not screening or assessment for treatment)

COMMUNITY BASED PROCESS

Community-based process strategies aim to enhance the ability of the community to more effectively provide problem gambling and related behaviors prevention and treatment through the establishment of collaborative groups.

Note: In Iowa direct service hours are not to be used for services performed *on behalf* of a coalition.

This strategy includes organizing, planning, and enhancing the efficiency and effectiveness of services implementation, interagency, collaboration, coalition building, and networking.

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Individuals involved in these strategies are either members of coalitions (formal or informal) that represent various groups within the community or else are working on providing support to such collaborative groups.

Note: Meetings involve a planned agenda with date, location, and time.

Technical assistance may be offered/provided for implementing this strategy and include the following: Accessing services and funding, assessing community needs, community/volunteer services, community teams, community team activities, and training or technical assistance services to the coalition members.

Technical Assistance: Provided by professional prevention staff intended to provide technical guidance to prevention programs, community organizations, and individuals to conduct, strengthen, or enhance activities to promote prevention. Services provided should be viable technical assistance that will lead to a final product.

Examples:

- Guide the development of action plans/capacity building with coalitions
- Develop a plan to address cultural diversity
- Guide the creation of a coalition
- Recruit new members and new community sector representation on the coalition
- Assist the group to assess needs and resources
- Train coalitions in skills to enhance their effectiveness
- Encourage/involve youth participation in coalitions
- Conduct community/neighborhood prevention needs assessment
- Community mobilization services
- Assist in state prevention planning processes
- Multi-agency coordination and collaboration
- Provide other professional expertise

Technical Assistance (Online Conference call, Meeting, or Webinar): Provided by professional prevention staff via the Internet/telephone that are intended to provide technical guidance to prevention programs, community organizations, and individuals to conduct, strengthen, or enhance activities to promote prevention.

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APPROVED CURRICULUMS and EVIDENCED BASED CURRICULUMS

- Action Track Treatment Tools For Working With Youth
- CAPS Program (Massachusetts Council on Problem Gambling)
- Deal Me In: Gambling Trigger Videos
- Facing the Odds: The Mathematics Of Gambling
- Gambling Away The Golden Years
- Gambling Reducing The Risks
- Hey What About Me
- LifeSkills Training Program (*Elementary, Middle School, High School*) – Botvin
- Improving Your Odds: A Curriculum About Winning, Losing
- In Search Of Balance Senior Citizen Gambling(DVD)
- Money Smart (FDIC)
- No Dice Safety Net To Recovery
- Overview Of Problem Gambling
- Stacked Deck (Hazelden)
- Wanna Bet For Grades 3-8
- What About Me, Too? Helping Children Understand & Cope With A Parent's Gambling Addiction
- What's Beyond: Cultural Perspectives On Problem Gambling

The list is updated annually as programs are added or deleted by IGTP.

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SERVICE POPULATIONS

Business and Industry: Individuals who manage or work in for-profit businesses or industry. Examples are small businesses, companies, corporations, industrial plants, and unions.

Civic Groups/Coalitions: Members of civic organizations, nonprofit organizations, and community coalitions. Examples are men's and women's State or local civic groups, nonprofit agency boards of directors or staff, community or statewide coalition members, community partnership groups, and community task forces, alliances, and similar community organizations.

College Students: Youth and adults enrolled in public or private institutions of higher education, including enrollees in universities, colleges, community colleges, technical colleges, and other institutions for advanced education.

Delinquent/Violent Youth: Youth who display risk factors for delinquency or violence or who have been determined to be delinquent or violent. Examples are youth declared delinquent by a state child welfare system, youth who have been arrested for juvenile delinquent behavior, youth who are chronically truant, and youth who display chronic or periodic violent behavior, including youth who display antisocial behavior (e.g., chronic fighting, hitting, using weapons).

Economically Disadvantaged: Youth and adults considered to be underprivileged in material goods due to poor economic conditions. Examples are youth and adults living in poor housing conditions or who are enrolled in state or federal public assistance programs.

Elementary School Students: Youth enrolled in public or private elementary schools in kindergarten through grade 5 or 6.

General Population: Youth and adult citizens of a state/county rather than a specific group within the general population.

Government/Elected Officials: Individuals holding government positions, including those who have been elected to public office. Examples are government workers; mayors; city administrators; city or county commissioners; supervisors; freeholders; or other elected officials; state legislators and staff; and members of the U.S. Congress and their legislative staff.

Health Professionals: Individuals employed by or volunteering for health care services. Examples are physicians, nurses, medical social workers, medical support personnel, medical technicians, and public health personnel.

High School Students: Youth enrolled in public or private high schools (generally grades 9 through 12) and home-study youth in these grades.

Law Enforcement/Military: Individuals employed in law enforcement agencies or in one of the U.S. Armed Services. Examples are police, sheriffs, state law enforcement personnel, and members of the National Guard, Army, Navy, Marines, Air Force, and Coast Guard.

Lesbian/Gay/Bisexual/Transgender: Individuals who identify themselves as emotionally and physically attracted to others of the same gender or male and female cross dressers, transvestites, female and male impersonators, pre-operative and post-operative transsexuals.

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Middle/Junior High School Students: Youth enrolled in public or private middle schools or junior high schools including grades 6 through 8, 6 through 9, or 7 through 9, sixth-grade and seventh-grade centers, and home-study youth in comparable grades.

Older Adults: Persons over 65 years of age. Examples are older persons living independently or residing in a nursing home or an assisted living facility.

Parents/Families: Parents and families, including biological parents, adoptive parents, and foster parents; grandparents, aunts and uncles, or other relatives in charge of or concerned with the care and raising of youth; nuclear families; and mixed families.

People with Mental Health Problems: Youth and adults with mental health problems. Examples are persons with diagnosable mental illness such as depression, severely emotionally disturbed youth, and the educable mentally retarded.

Persons Using Substances: Youth and adults who may have used or experimented with alcohol, tobacco, or other drugs. Examples are youth or adults charged with driving under the influence (DUI), driving while intoxicated (DWI), or being a minor in possession (MIP); social or casual users of illicit substances; and youth and adults who smoke tobacco or consume alcoholic beverages but who are not yet in need of treatment services.

Persons with Physical Disabilities: Youth and adults who have disabilities. Examples are individuals who are physically handicapped, hearing impaired, speech impaired, or visually impaired.

Physical/Emotional Abuse Victims: Youth and adults who have experienced physical or emotional abuse. Examples are victims of physical abuse, sexual abuse, incest, emotional abuse, and domestic abuse.

Pregnant Women/Teens: Women who are of physiological age to bear children and for whom the intent of prevention services is to ensure healthy newborns.

Preschool Students: -Youth enrolled in, or of an age to be enrolled in, public or private preschool programs. Examples are youth enrolled in preschool programs, child day care, and Head Start programs and other children aged 4 or younger.

Prevention/Treatment Professionals: -Individuals employed as addiction (problem substance use/gambling) prevention or treatment professionals. Examples are counselors, therapists, prevention professionals, clinicians, prevention or treatment supervisors, and agency director.

Religious Groups: Individuals involved with or employed in religious denominations or organized religious groups such as churches, synagogues, temples, or mosques. Examples are members, deacons, elders, clergy, religious associations, ministerial associations, ecumenical councils or organizations, lay leaders, and religious education staff.

Runaway/Homeless Youth: Youth (and adults) who do not have a stable residence or who have fled their primary residence. Examples are street youth (and adults), youth (and adults) in homeless shelters, and youth in unsupervised living situations.

School Dropouts: Youth under the age of 18 who have not graduated from school or earned a general education development certificate and/or who are not enrolled in a public or private learning institution.

Teachers/Administrators/Counselors: Individuals employed in the education field. Examples are teachers, coaches, deans, principals, faculty, and counselors.

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Youth/Minors: Children under age 18 who are not otherwise counted under one of the school grade categories. Examples are youth in recreation programs (camps, summer programs), youth in employment programs, and youth clubs or recreation centers.

SERVICE LOCATIONS

- Bingo Hall
 - Casino
 - ~~College/University~~
 - Community Center/Hall
 - Community College
 - Community Mental Health Center
 - Comprehensive Inpatient Rehab Facility
 - Comprehensive Outpatient Rehab Facility
 - Correctional Half Way House (RTC)
 - Corrections Setting
 - County Jail
 - Emergency Room - Hospital
 - Financial Institution
 - Federally Qualified Health Center
 - Fraternity/Sorority
 - Group Home (Adolescent)
 - Health Fair
 - Health services
 - Home
 - Hospital
 - Human Services Agency
 - Inpatient Substance Use Disorder Facility (IV)
 - Jail
 - Juvenile court services
 - Military Base/Facility
 - Office
 - Other
 - Outpatient Substance Use Disorder TX Facility
 - Prison (Federal/State)
 - Psychiatric Facility Partial Hospitalization
 - Psychiatric Hospital
 - Public/Private College/University
 - Residential Correctional Facility
 - Residential Substance Use Disorder TX Facility (III.1-III.7)
 - Residential Treatment Facility
 - Religious Center/Church
 - Rural Health Clinic
 - School
 - ~~Elementary, Jr High, High School, Other~~
 - ~~School Facility (9-12)~~
 - ~~School Facility (K-8)~~
 - Service Club
 - Service Org
 - State or Local Public Health Clinic
 - Three-Quarters House
 - Transitional Housing
 - Treatment Setting, Hospital/Clinic, Community Organization, Coalition Meeting
 - Unassigned
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RACE/ETHNICITY DEFINITIONS

American Indian or Alaska Native: refers to a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. This category includes people who indicated their race(s) as “American Indian or Alaska Native” or reported their enrolled or principal tribe, such as Navajo, Blackfeet, Inupiat, Yup’ik, or Central American Indian groups or South American Indian groups.

Asian: refers to a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes people who indicated their race(s) as “Asian” or reported entries such as

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“Asian Indian,” “Chinese,” “Filipino,” “Korean,” “Japanese,” “Vietnamese,” and “Other Asian” or provided other detailed Asian responses.

Black or African American: refers to a person having origins in any of the Black racial groups of Africa. It includes people who indicated their race(s) as “Black, African Am., or Negro” or reported entries such as African American, Kenyan, Nigerian, or Haitian.

Native Hawaiian or Other Pacific Islander” refers to a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicated their race(s) as “Pacific Islander” or reported entries such as “Native Hawaiian,” “Guamanian or Chamorro,” “Samoan,” and “Other Pacific Islander” or provided other detailed Pacific Islander responses.

Some Other Race: includes all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above. Respondents reporting entries such as multiracial, mixed, interracial, or a Hispanic or Latino group (for example, Mexican, Puerto Rican, Cuban, or Spanish) in response to the race question are included in this category.

White: refers to a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicated their race(s) as “White” or reported entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

Hispanic or Latino: refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race

- OMB requires federal agencies to use a minimum of two ethnicities: Hispanic or Latino and Not Hispanic or Latino. Hispanic origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be any race.

(Source: U.S. Census Bureau, Census 2010, www.census.gov)

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GLOSSARY

Counselor: Refers to the name of the prevention service staff member who provided or oversaw the service.

County of Service: Identifies the county within Iowa where the prevention service was provided.

Date of Service: The date the prevention service was delivered (for recurring services, the date that the session being documented took place).

Direct Service: Time/Duration (hours) spent with the target population (see **Education Service Type**). Direct Service hours are to be rounded to the nearest quarter hour and there is a ten (10) hour maximum per day.

- Note: Preparation time, travel time, contract staff training time, and day-to-day business planning **are not** counted as Direct Service (see **Indirect Service**)

Education Service Type: Denotes whether a strategy being provided is:

- Face to Face: Time the Prevention professional is interacting directly with the service population
- Non-Face-to-Face: Time the Prevention professional is present in an environment, but not directly interacting with the service population.
- Outreach: Time the Prevention professional recruiting (phone calls/emails) community organizations of target populations to schedule an problem gambling prevention event (linked to associated prevention strategy).

Evidence Based Program: Curriculum and programs that have been site tested in communities, schools, social service organizations, and work places, and that have provided solid proof (research citations) they have prevented or reduced problem gambling and other related high-risk behavior.

- Note: In Iowa, staff must implement the entire evidence based program themselves. Time spent sharing information about evidence based programs or motivating other organizations to implement an evidence based program is entered as information sharing or technical assistance.

Indirect Service: Hours spent to prepare, travel, coordinate a direct service, or train contract staff. These services are part of day-to-day business activities and planning and are not considered direct service. Examples:

- Phone calls, texts, or emails to schedule meeting times, locations, or other logistics
- Researching, clipping articles, or compiling data
- Distributing prevention materials/packets or signs
- Survey scoring (if it occurs in agency and not with community members)
- Developing PowerPoint presentations for individual staff use
- Acting as chaperone for school or youth activities

Location of Service: Identifies the location that the prevention activity/strategy took place.

Outcomes: The extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final, and longer-term outcomes.

Participant: A specific individual who takes part in either a single or a recurring prevention activity/strategy.

- Note: Agency staff is never included in the participant counts.

Performance Measure: Methods or instruments to estimate or monitor the extent to which the actions of a healthcare practitioner or provider conform to practice guidelines, medical review criteria, or standards of quality.

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Recurring Service: A prevention service provided to a specific group of people who are enrolled for a fixed period of time, in a planned sequence of activities that, through the practice or application of recognized prevention strategies, has specific criteria for determining completion. The service is intended to inform, educate, develop skills, alter risk behaviors, deliver services, and/or provide referrals to other services.

Service Population: Denotes the type of population/group that directly received/participated in the planned prevention activity/strategy.

Strategy Type: Alternatives, Community-Based Process, Education, Environmental, Information Dissemination, Problem Identification and Referral

Technical Assistance/Consultation: Prevention professional providing addiction (problem substance use/gambling) prevention expertise to enhance, strengthen, or guide prevention services.

- Note: Acting as a chaperone on field trips or at school or community events does not qualify as technical assistance or direct service.