



Parent Seminar Curriculum Support Instructor Notes: Substance Use Prevention

Instructions: This curriculum is intended to be tailored to meet the individual needs of the Local Education Agency (LEA). Several videos, activities for engagement, and slides with substance information are included. LEAs may choose which ones, if any, to use depending on the needs of their school community. LEAs may choose to use their own photographs and data in place of the existing photographs and state-average data.

Slide 3: When discussing “substance” in this presentation, we are using the term to encompass the following.

- Electronic cigarettes and other nicotine/tobacco products
- Illicit drugs
- Marijuana
- Misuse of prescription medication, over-the-counter medication, and Inhalants
- Underage drinking

Slide 4: Activity

Supplies needed:

- Two Giant sticky notes-one labeled “I know...” the other labeled, “I wonder...”
- Small post its
- Markers

Instructions:

Ask parents to write down something they know about youth substance youth trends and/or something they wonder about related to youth substance use. Have them place their sticky notes on the giant sticky note at the front of the room. The instructor can then get a sense of what is already known and what topics to be sure to cover throughout the presentation and can be a great entry point to promote positive community norms.

Alternate virtual activity:

Ask parents to write down something they know about youth substance youth trends and/or something they wonder about related to youth substance use in the chat. The instructor can then get a sense of what is already known and what topics to be sure to cover throughout the presentation and can be a great entry point to promote positive community norms.

Slide 5:

Instructor Notes: LEAs may want to add data more specific to their community. Reports broken out by health district can be found here:

<https://sumh.utah.gov/data-reports/sharp-survey>

For even more specific data, contact your LEA's Student Services Director, Superintendent or Charter Director if your LEA participates in administering the SHARP survey.

Background Information: SHARP survey explanation video:

<https://sumh.utah.gov/data-reports/sharp-survey>

- Students in grades 6, 8, 10, 12 complete the survey assuming the LEA (District/Charter) opted in and that the parent signed consent.

Discussion: Ask parents what they notice about the data.

Point out:

- Most youth don't use nicotine, drink while underage, use illicit drugs or misuse prescription drugs.

- There is still a concern for the thousands of students in Utah who are using.
- There are resources available that parents can access to help students quit.
- Past 30-day use is considered current usage, while lifetime use is considered more experimental.

Slide 6:

Point out that the state average youth substance use rates are either trending down or holding steady for each of the substances listed.

	Vaping	Marijuana	Inhalants	Prescription Drugs
2017	8.6	6.1	1.3	2.4
2019	9.7	6.2	1.4	1.9
2021	6.3	4.5	1.8	1.7
2023	4.9	4.3	1.6	1.5

Slide 7:

The younger kids are when they start using a substance the more likely they are to experience addiction.

Slide 9:

THC stands for Tetrahydrocannabinol.

Slide 10:

Suggestion:

Insert photos of e-cigarettes that have been confiscated at your school/district, so that parents can see the types of products that students may have access to in your community.

Slide 11:

See Through the Vape is sponsored by the Utah Department of Health and Human Services, Tobacco Prevention and Control Department.

Slide 12:

American Lung Association Facts:

- Those who use e-cigarettes may describe these symptoms as “nic sick” or “nic’d out.”
- E-cigarettes have higher levels of nicotine and one pod may contain as much nicotine as a pack of cigarettes.
- “You will need to go to a hospital if your symptoms progress to include seizures, respiratory failure, cardiac arrest, breathing difficulties or even coma. Additionally, if any of your symptoms suggest that you may be suffering from a pulmonary-related illness linked to vaping, you should contact your doctor immediately. You can learn more about the current cluster of pulmonary-related illnesses linked to vaping on [Lung.org](https://www.lung.org).”
- “Nic-sick is bad enough, but ingesting liquid nicotine is even worse as it is poisonous and can be fatal. So, if you or someone you know is experiencing nicotine poisoning, it is important to seek medical attention immediately.”

Slide 13:

Brain development interference

- Alcohol can alter brain structure and function during adolescence and can cause cognitive and learning problems.

Increased risk of alcohol problems later in life

- Those who start drinking before the age of 15 are at a higher risk of developing alcohol use disorder later in life.

Increased risk of physical and sexual assault

- Underage binge drinking is associated with an increased likelihood of becoming the victim or perpetrator of interpersonal violence.

Impaired judgment

- Underage drinking can lead to poor decisions about taking risks, including unsafe sexual behavior, drinking and driving, and aggressive/violent behavior.

Increased risk of injury

- Underage drinking can cause youth to have accidents and get hurt.

Increased risk of death

- Alcohol is a significant factor in the death of people younger than 21. This includes death from motor vehicle crashes, homicides, alcohol overdoses, fall, burns, drowning, and suicides.

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Slide 14:

Marijuana facts:

- Marijuana can be consumed in a variety of ways including smoking, dabbing, vaping, and eating/drinking edibles.
- Dabbing=inhalng high concentrations of THC. THC is the psychoactive ingredient found in marijuana. It can come in a variety of forms, and some of the more common forms are hash oil or honey oil which is a gooey liquid; wax or budder which is a soft solid with a texture like lip balm; and shatter which is a hard, amber-colored solid.
- Edibles=food or drink infused with marijuana such as brownies, cookies, candies, or teas.

Slide 15:

Examples of products that have been confiscated in Utah Schools. Photo credit: Jordan School District

Suggestion: replace photos with local photos.

Slide 18:

For additional information on fentanyl in Utah, please see:

Utah Health Status Update (Fentanyl): https://ibis.health.utah.gov/ibisph-view/pdf/opha/publication/hsu/2021/11_Fentanyl.pdf

Slide 26:

Optional Activity: Model what this can look like for parents.

Slide 32:

Activity:

- 1- Divide the participants into three groups. (In person, or virtual breakout session)
- 2- Assign each group a different framing example starting on page 15 of https://www.hidta.org/wp-content/uploads/2023/04/KP3-FINAL_r.pdf. (Agency, Aspirations/Future Goals, Risk of Addiction.)
- 3- Ask each group to read through their assigned section and be prepared to share with the larger group what their framing example is, why it can be useful in talking with youth, and at least one sample phrase to use.

Slide 31:

Motivational Interviewing is an evidence-based way to discuss behavior change. The skills used and “spirit” of motivational interviewing can also be a great way to build and maintain a healthy and open relationship with youth and others.

Partnership: Collaborative discussion and shared decision making.

Acceptance: Taking a non-judgemental approach that acknowledges the strengths, inherent worth, and potential of the person and respects their autonomy and freedom of choice.

Compassion: Act in the best interest of a person that prioritizes their growth and well-being.

Evocation: A process of engaging people in a respectful and curious way that helps them find their own motivations and resources for taking action.

Open Ended Questions: Ask open ended questions to draw out their experiences and to engage in conversation.

Affirmations: A compliment or statement of appreciation.

Reflections: Statements that offer your interpretation of what they have said.

Summaries: Longer reflection statements that highlight important parts of

the conversation.

Example Motivational Interviewing Questions:

- Help me understand_____
- How would you like things to be different?
- What are good things about _____ and what are not so good things about _____? (Example: vaping)
- Additional information can be found at:
 - https://www.hidta.org/wp-content/uploads/2023/04/KP3-FINAL_r.pdf
 - Videos with examples of motivational interviewing can be found on YouTube.

Slide 42:

SafeUT is a free app that parents can use. Parents can also talk to their child(ren) about this resource and encourage them to use it if they ever need to.

Slide 43:

Add any additional school/local resources.

[v/contact/location-map](#)

USB E Substance Use Prevention Website:

<https://www.schools.utah.gov/prevention/substanceuse>