Prevention Skills Training: Communication

 *Participant Handout*

To effectively deliver prevention services, Prevention Professionals must work to develop communication skills necessary for program delivery, messaging, meeting facilitation and social marketing.

This Prevention Skills Training module focuses on the skills and techniques identified in the Prevention Specialist credentialing communication domain.

**AGENDA**

* Introduction to Communication
	+ Basic Communication Model
	+ Collective Footprint
* Prevention Core Competencies
	+ Knowledge
	+ Skills
	+ Abilities
* Communication in Action
	+ Culture
	+ Messaging
	+ Language

**LEARNING OBJECTIVES**

Participants will be able to:

1. Recognize the components of a basic communication model
2. Identify Knowledge Skills & Abilities (KSAs) within the communication competency
3. Consider the differences between stigmatizing and conscious language

**ACTIVITY 1: Characteristics**

1. In your breakout rooms, select one person to report out
2. List characteristics that demonstrate
	1. 3-5 Effective communication characteristics
	2. 3-5 Ineffective communication characteristics
3. Answer “why is ineffective communication harmful to the Prevention field?”
4. Come back to the main learning space and report out.

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| Effective Communication Characteristics | Ineffective Communication Characteristics |
| 1.  | 1.  |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

**COMMUNICATION MODEL**

Communication is the act of transferring information from one individual to another. All communication involves (at least) one sender, a message, and a recipient.



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| **LEVELS OF COMMUNICATION** |
| **1. Intrapersonal** | **Defined:** Communication with oneself. **Examples:** A mental conversation with yourself - to-do lists, journals, assignment notebooks, reminders on calendars.  |
| **2. Interpersonal** | **Defined:** Communication between two people—just two people. **Examples:** A conversation with your best friend, a one-on-one supervision meeting, an initial meeting with the school counselor.   |
| **3. Small Group** | **Defined:** Communication in a team or a group, where everyone must actively work with each other. **Examples:** A team/department meeting; coalition meeting; facilitating curricula to a class; task forces; youth advisory committees |
| **4. Public** | **Defined:** Communication, best described as giving a speech.**Examples:** Giving a speech to the class with no activities or opportunity for feedback, a religious leader sharing a message to their congregation, a RRW speech at a rally. |
| **5. Mass** | **Defined:** Communication directed toward a very large audience who are not always in the same room or are not always receiving the message at the same time.**Examples:** Listening to morning announcements, watching a TV show, looking something up on the internet, reading a book/newspaper/magazine. |

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| **TYPES OF COMMUNICATION** |
| **1. Verbal**A picture containing text, person  Description automatically generated | Verbal communication occurs when we engage in speaking with others. It can be face-to-face, over the telephone, via Skype or Zoom, etc. Some verbal engagements are informal, such as chatting with a friend over coffee or in the office kitchen, while others are more formal, such as a scheduled meeting. |
| **2. Non-Verbal**A person speaking into a microphone  Description automatically generated | Non-verbal communication includes facial expressions, posture, eye contact, hand movements, and touch.  |
| **3. Written**A picture containing text  Description automatically generated | Written communication includes an email, a memo, a report, a Facebook post, a Tweet, a contract, letters, emails, notes, texts, billboards, even a message written in the sky! |
| **4. Visual**A screenshot of a person walking in a hallway  Description automatically generated with low confidence | Visual communication includes Facebook and Instagram post, memes, videos, points made by way of graphical representations, or visual aids. |
| **5. Active Listening**A picture containing text, person, person, indoor  Description automatically generated | Active Listening communication includes engaging your mind while the person speaks, intently focusing on what they are saying. |

**Activity: Types of Communication**

1. In your breakout rooms, select one person to report out upon return
2. Using the type of communication, you were assigned answer:
	1. *How does it play out in your prevention role?*
		1. *If new to Prevention, how has your assigned type been utilized in your past roles?*
		2. *What part of your role depends on this type of communication?*
		3. *How does this type of communication influence your success as a prevention professional?*
3. Come back to the main learning space and report out.

**CORE COMPETENCIES**

[SAMHSA’s Prevention Core Competencies](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-03-08-001.pdf) - This report outlines prevention domains, cross-cutting principles (including communication), the development of core competencies, and what knowledge, skills, and attitudes prevention professionals must master

**ACTIVITY 3**

1. Your breakout room will be assigned a specific Abilities concept.
2. Visit page 21 & 22 in, [SAMHSA’s Prevention Core Competencies](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-03-08-001.pdf). Read the Ability section completely with your group.
3. Answer the following questions:
	1. Where could this Ability take place in a prevention job?
	2. What barriers could arise from this ability?
	3. What could be used to strengthen the assigned Ability?
4. Report out in main room

[10 Digital Miscommunications – and How to Avoid Them](https://hbr.org/2020/03/10-digital-miscommunications-and-how-to-avoid-them) - This Harvard Business Review published article lists crucial steps to avoiding digital miscommunication.

[How to avoid death By PowerPoint](https://www.youtube.com/watch?v=Iwpi1Lm6dFo) - David Phillips, author of the ground-breaking book "How to Avoid Death by PowerPoint", provides an effective overview of skills necessary for effective in person presentations.

**COMMUNICATION in ACTION**

Let’s put what we’ve learned into action. This next section provides examples of how we can use communication tools and strategies as a Prevention Professional.

1. Culture.

2. Messaging.

Use Evidenced-Based Strategies. Reframe from using Scare Tactics. Research has proven that these types of messages lack effectiveness because they are so drastic and dramatic, they lack believability, participants do not see themselves in these situations/scenarios.

* [Not Your Mother’s Scare Tactics: The Changing Landscape of Fear-based Messaging Research](https://preventionsolutions.edc.org/sites/default/files/attachments/Not-Your-Mothers-Scare-Tactics-Brief-The-Changing-Landscape-of-Fear-based-Messaging_0.pdf)

3. Language.

Utilize non-stigmatizing language. Research and studies have shown the importance of person-first language. When facilitating and mobilizing in the community our language and how we choose to frame our messaging communicates much more than just the words. Using stigmatizing language can cause hinderances and barriers for prevention programming.

* <https://consciousstyleguide.com/about/> - Conscious language can clarify your intention and evoke and provoke skillfully.
* [Addictionary®](https://www.recoveryanswers.org/addiction-ary/)  - Resource that is meant to help people flip stigmatizing language.
* [Words Matter: How Language Choice Can Reduce Stigma](https://preventionsolutions.edc.org/sites/default/files/attachments/Words-Matter-How-Language-Choice-Can-Reduce-Stigma.pdf)

**ADDITIONAL RESOURCES**

The Space Between –

<https://www.geohealthequity.org/step-into-the-world-of-your-audience/>

Communication in the Real World

<https://open.lib.umn.edu/communication/>

Centers for Disease Control and Prevention's (CDC):

Healthy Equity Guiding Principles for Inclusive Communication

<https://www.cdc.gov/healthcommunication/Health_Equity.html>