

Mindful Continuing Education

Evidence-Based Practices to Prevent Substance Misuse Among Young Adults

Chapter One: Preventing Substance Misuse Among Young Adults

1. Effective prevention practices address factors that place young adults at increased risk for substance misuse, or protect them from substance misuse, and according to the authors, often focus on youth who may be more vulnerable due to their life circumstances, sexual orientation, and:

- A. Lack of school connectedness and low academic achievement
 - B. Association with delinquent or substance using peers
 - C. Pre-existing health conditions
 - D. Poor parental monitoring and parental substance use
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2. Among young adults, those living in rural areas may be at greater risk as they have higher rates of alcohol and methamphetamine use than urban youth, and other demographic groups also have higher rates of substance use during emerging adulthood compared to their counterparts include male, those who are single, and:

- A. Those experiencing lengthy unemployment
 - B. Those facing undue stress or trauma
 - C. Those with mental health disorders
 - D. Those with genetic predispositions
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Table 1-B. Barriers and Facilitators to Mental Health Help-Seeking Among Young Adults

3. Experts identify each of the following as barriers to mental health help-seeking among young adults EXCEPT:

- A. Fear of being stigmatized, stress about help-seeking, and limited confidentiality and trust
 - B. Difficulty identifying symptoms and concern about provider characteristics
 - C. Self-reliance and limited knowledge about mental health services
 - D. Inability to realize the severity of the problem and resistance to change
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Effects of Substances on the Brain

4. When an individual stops taking substances or the drug high fades, the sense of anxiety and unease increases as the brain's prefrontal cortex becomes unable to manage stress effectively.

- A. True
 - B. False
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5. Effective prevention practices aim to mitigate risk factors associated with increased substance misuse by promoting protective factors for various populations, including universal, selective, and:

- A. Indicated
 - B. Primary
 - C. Targeted
 - D. Integrated
-

Chapter 2: Effectiveness of Substance Misuse Prevention Among Young Adults-Evaluation Criteria

6. Evidence-based prevention programs and policies that have been proven effective based on numerous research studies provided evidence that seven quality of criteria were met, including reliability of outcome measures, validity of outcome measures, pretest equivalence, intervention fidelity, analysis of missing data, degree and evaluation of sample attrition, and appropriate statistical analyses.

- A. True
 - B. False
-

Practices That Focus on Childhood and Adolescence with Impacts Lasting into Young Adulthood

7. Programs implemented in childhood and adolescence with protective effects lasting into young adulthood typically have employed practices including Behavior Modification and Behavior Management, classroom management, full service skills, home visiting services, and:

- A. Cognitive restructuring
 - B. Community mobilization
 - C. Screening and brief intervention
 - D. Parenting skills and social/emotional skills education
-

Practices That Focus on Young Adults

8. Wraparound services for young adults who face serious mental health or behavioral challenges provide responses that are comprehensive, holistic, and:

- A. Youth- and family-driven
 - B. Collaborative and team oriented
 - C. Community resource focused
 - D. Individualized while incorporating cultural competence
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9. Which of the following is NOT one of the protective factors targeted in Adults in the Making (AIM), the family-centered intervention designed to promote resilience and prevent substance use by enhancing protective factors for African American youth as they enter adulthood?

- A. Development of problem-solving skills, goal-setting, and skillful response to racial discrimination
 - B. Ability to self-regulate and use of developmentally-appropriate emotional and instrumental social support
 - C. Personal efficacy to change behavior and promotion of close parent-adolescent relationships
 - D. Responsible decision-making and taking responsibility for one's actions
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10. Stress-coping theory argues that substance misuse and risky sexual behavior are consequences of:

- A. Life stress and negative life events
 - B. Lack of resilience in response to trauma and stressors
 - C. The inability of individuals to self-develop, self-regulate, and self-reflect during stressful events or situations
 - D. An overload of stressors including academic stressors, social stress, family discord, and traumatic world events
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Brief Alcohol Screening and Intervention for College Students Program

11. Brief Alcohol Screening and Intervention for College Students (BASICS) was designed to motivate students to reduce alcohol use in order to decrease the negative consequences of drinking, while revealing the discrepancy between the student's risky drinking behavior and his/her:

- A. Thoughts and feelings
 - B. Goals and values
 - C. Cultural, spiritual, and personal ideals
 - D. Priorities and capabilities
-

Family Check-Up

12. Family Check-Up (FCU) is a family-centered program that provides parents with the tools they need to manage their children's behaviors effectively and to build strong relationships with their children, while addressing coercive parenting practices and adolescent adjustment or socialization problems.

- A. True
 - B. False
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13. FCU interventions can help parents or caregivers recognize and reduce the coercive interactions they have with their children by strengthening:

- A. Parental and child resilience
 - B. Parent-child bonds
 - C. Family management skills
 - D. Developmentally appropriate emotional and social skills
-

Team Awareness

14. Team Awareness is a customizable workplace-training program that addresses behavioral risks associated with substance misuse among employees, their coworkers and, indirectly, their families by promoting physical and emotional health, encouraging increased communication between workers and supervisors, and improving knowledge and increasing self-referral behaviors.

- A. True
 - B. False
-

Guidance for Selecting and Implementing Evidence-Based Practices and Programs-Introduction

15. Five steps that can be used to frame questions about implementation of evidence-based prevention programs in diverse settings include assessment, planning, implementation, evaluation, and:

- A. Commitment
 - B. Capacity
 - C. Preparation
 - D. Review and Revision
-

16. The Strategic Prevention Framework (SPF) is guided by the two crosscutting principles that should be integrated into each step, which include cultural competence and sustainability.

- A. True
 - B. False
-

Step 1: Assessment

17. To conduct a comprehensive assessment of prevention needs, organizations serving young adults often gather data about each of the following EXCEPT:

- A. The nature of the substance misuse behaviors among young adults in their community and related consequences
 - B. Risk and protective factors that influence substance misuse behaviors and consequences, particularly those of high priority in the community
 - C. Community or organizational capacity for addressing these risk and protective factors, including resources and readiness
 - D. Strategies to engage key community members and to develop and strengthen the prevention team
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Step 3: Planning

18. When planning prevention efforts, questions that should be asked to determine if it's the right program include, Is it evidence-based?, Is it a conceptual fit?, and:

- A. Do we have adequate resources and support?
 - B. Have we addressed barriers to participation?
 - C. It is a practical fit?
 - D. Is implementation realistic?
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19. Remaining faithful to the original design of an evidence-based program or practice, while addressing the unique needs and characteristics of the target audience, requires balancing the maintenance of core elements with:

- A. Adaptation
 - B. Utilization
 - C. Constancy
 - D. Sustainability
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Chapter 5: Resources for Evaluation and Quality Improvement

20. A good evaluation design will ensure that the evaluation is reliable, and it will help to identify any strengths or weaknesses of the evaluation while determining what questions the evaluation will help to answer, who is asking the questions, and how the information will be used.

- A. True
 - B. False
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