

NITO HANDBOOK



New Instructor Training Online

Hosted by Prevention Research Institute™

Online: www.primeforlife.org

Email: support@primeforlife.org





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WELCOME



Welcome to Prime For Life®!

The Prevention Research Institute (PRI) team is looking forward to getting to know you.

Here's a little bit about us. Since the 1980's we've been on a mission to reduce problems related to alcohol and substance use. PRI's founders pioneered the Lifestyle Risk Reduction Model as a theoretical foundation for alcohol and drug education. On that foundation, PRI developed Prime For Life.

Major goals of the program include:

- Increase abstinence for a lifetime
- Delay the age of first use of alcohol
- Reduce high-risk use

Prime For Life is rooted in research and written so concepts are widely applicable and easy to understand. It's built on the following bits of science and theory:

Transtheoretical Model

Precontemplation

Develop Concern
Envision Change

Contemplation

Resolve Ambivalence
Make a Commitment

Preparation

Make a Plan

Action & Maintenance

Increase Motivation
& Commitment

Risk Perception

Individual

Generalized

Persuasion Process

"Drawing out or
stating" the belief we
hope to influence.

Accept the
reasonableness of the
view.

Gently share new
information

Offer a new
conclusion.

TRAINERS



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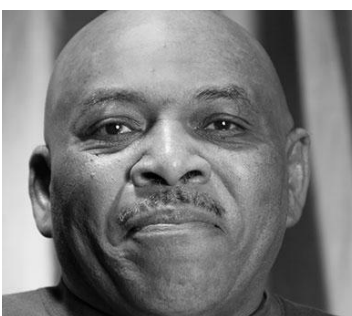
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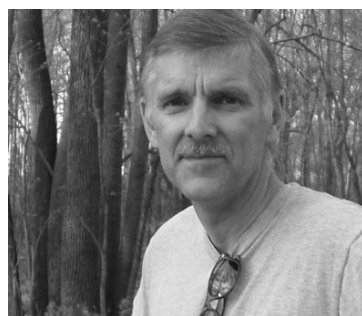
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AGENDA & OBJECTIVES



Zoom Session 1

Zoom Orientation

Welcome

Theory

Experiencing PFL:
Introduction to the
Exploring Unit

**PFL Computer
Application Demo &
Training Takeaway
Overview**

Homework

Zoom Session 2

**Exploring Unit Review
& Breakout Room
Discussion**

Scavenger Hunt

Theory: Summary of
Moving ForWarD Rating
Scale

Experiencing PFL:
Introduction to
Reflecting Unit

Homework

Zoom Session 3

**Phases Review/Breakout
Room Discussion**

Scavenger Hunt

Experiencing PFL:
Completion of Reflecting
Unit

Process: Defusing
Dissent

**Overview of PFL
Certification
Requirements**

**Introduction to Support
Resources**

**By the end of training, participants will be
prepared to deliver Prime For Life® and will:**

- Experience core components of Prime For Life.
- Prepare to invest one to five hours of study and practice for each hour of program delivery.
- Know how to navigate the App and find available resources for preparing and delivering Prime For Life.
- Practice the persuasion protocol embedded in Prime For Life®.
- Distinguish the basic principles of best practices as they relate to the effective presentation of Prime For Life.
- Learn how to order participant workbooks.
- Discuss questions and concerns related to program delivery.
- Learn how to access technical support from Prevention Research Institute via phone, email, and website.

TRAINING CHECKLIST



<input type="checkbox"/>	Complete Introduction & Theory Module (30 min) <i>Register for Zoom 1 (link provided upon module completion)</i>
<input type="checkbox"/>	Attend Zoom Session 1 (2 hours)
<input type="checkbox"/>	Complete Module 1 (4 hours) <i>Register for Zoom 2 (link provided upon module completion)</i>
<input type="checkbox"/>	Attend Zoom Session 2 (2 hours)
<input type="checkbox"/>	Complete Module 2 (4 hours) <i>Register for Zoom 3 (link provided upon module completion)</i>
<input type="checkbox"/>	Attend Zoom Session 3 (2 hours)
<input type="checkbox"/>	Complete Module 3 (4 hours)
<input type="checkbox"/>	Submit Final Exam <i>(link will be provided; must be submitted within 2 weeks of completing Module 3)</i>
<input type="checkbox"/>	Complete Teaching & Coaching Session <i>(details on pages 10-11; must be completed within 60 days of exam submission)</i>

TRAINING TIPS



HELPFUL LINKS

- PRI Website: www.primeforlife.org
- NITO Homepage to access online course modules: <http://nito.primeforlife.org>
- Prime For Life® Instructor Dashboard to access the App: <https://instructor.primeforlife.org>

ACCESSING THE E-MANUAL

- PRI offers most of instructor resources online. This includes the manual that coincides with the presentation (the E-manual). You can easily find it by opening the Prime For Life App and clicking “e-manual” in the upper right corner.
- You can request a PDF of the e-manual by clicking [HERE](#) (request form is also accessible via the Instructor Dashboard).

NAADAC CREDIT

24 Hours of NAADAC credit will be awarded after successful completion of all required tasks within Prime For Life New Instructor Training.

FINAL EXAM REQUIREMENTS

- Instructors will be expected to submit a 30-question multiple choice exam within two weeks of completing their final learning module.
- 80% is the minimum passing score.
- Instructors who score less than 80 on first attempt will be encouraged to meet with PRI Trainer regarding exam difficulties, and be provided a link to schedule that meeting.
- Instructors who score less than 80 on first attempt will also be provided link for second attempt.
- Instructors who score less than 80 on second attempt will be required to retake the entire NITO course.

ZOOM ETIQUETTE



JOINING LIVE ZOOM SESSIONS

- Zoom sessions start at the top of the hour. Plan on joining about 15 minutes early to ensure your camera is working and audio is connected.
- View our virtual training standards below, and feel free to share these with your virtual groups as well!

ZOOM TRAINING TIMES

- PRI is headquartered in Lexington, KY, so we operate on Eastern Time. All times on our website will be listed in Eastern Time. However, if set to do so, Zoom will automatically calculate your timezone when adding sessions to your calendar. Please be aware of this feature and ensure you have chosen times correctly!
- Typically, the training schedule will be as follows (though please note these times may vary):
 - Tuesday Zoom Sessions: 1-3pm ET
 - Wednesday Zoom Sessions: 6-8pm ET
 - Thursday Zoom Sessions: 10am-12pm ET
- PRI has designed this training experience to be flexible, so new instructors can complete the Online Modules on their own time, and select their group Zoom sessions when they are convenient.

CHECK YOUR SETTING

Sit arm's length from the screen.
Have a light in front of you, not behind you.
Be comfortable, relax, and smile at the camera! If it helps, tape a picture beside the camera to help you remember to look up.

SOUND CHECK

Minimize background noise and stay muted unless you're speaking. Use an external microphone (headphone mics work well!) if possible.
Speak slowly and clearly!

EAT OFF CAMERA

Sip your coffee, drink your water, but **if you need to eat during a session, please do so off camera!** Minimize distraction by letting the instructor know you'll just be listening in for a few minutes.

GET ENGAGED

Be present! **Don't multitask.** Tune in, nod your head, speak up, and make the most of your time with the instructor and others in your session! Use Zoom's connection features - Thumbs Up, Clap, Chat.

NO SMOKING OR DRIVING

Prime sessions are tobacco-free.
Please do not smoke or vape on camera.
Driving while in session is not permitted.
If your video or audio indicates you are on the road, you will be removed from the Zoom.

STAY PUT

After you're all set up...stay that way! **Don't walk with your camera!** This minimizes distraction for others and will help you stay in tune.

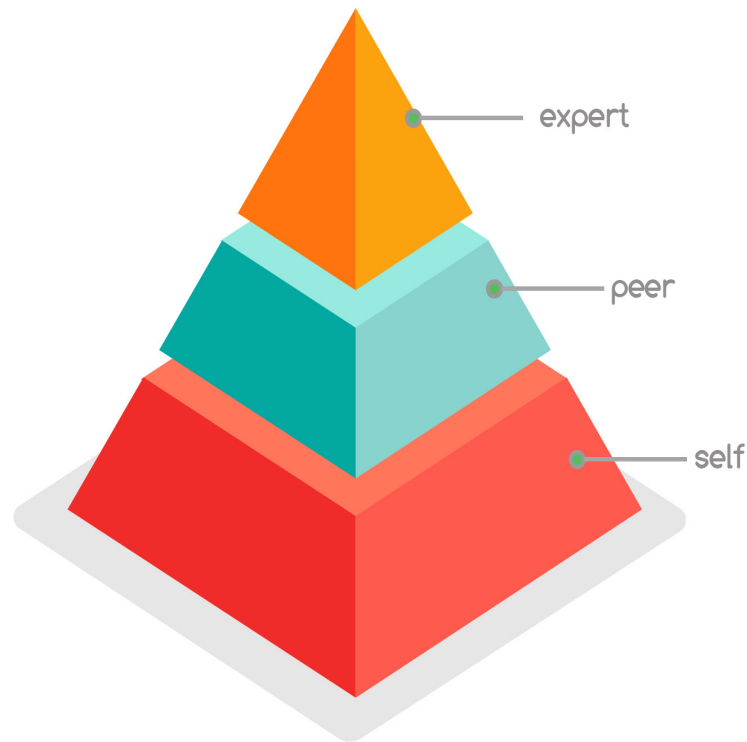
COMPLETION POLICY



- Once registered, you will have sixty (60) days to complete the Introduction and Theory Online Module (accessible from the NITO Homepage). If this module is not completed by the 60-day mark, we will remove your access to the Instructor Dashboard and other Prime For Life resources. You will be able to reactivate your account by giving us a call or emailing support@primeforlife.org when ready to continue training.
- When you have completed the Introduction and Theory Online Module, you will have another sixty (60) days to complete the training program in its entirety. Keep in mind, completion of the program and receipt of a certificate are required BEFORE you begin utilizing the program.
- At the time you begin training, a clock starts. We encourage the 120-day-or-less from start to finish timeframe (above in policies 1 & 2), but we know things happen! Extensions can be granted by request. However, if you pass the 180-day mark, you will be asked to restart training from the beginning.

**This is the PRI-set expectation; Georgia and New York state requirements vary.*

FEEDBACK PYRAMID



The Feedback Pyramid illustrates why we require Teaching & Coaching Sessions as part of Prime For Life New Instructor Training.

At the base of the pyramid, **self-feedback** is always available to us. We can give ourselves feedback in the moment, or even review our performance afterward, and note changes we'd make.

Peer feedback comes from people whose opinions we respect, colleagues or coworkers, significant others, or even children.

Expert, or experienced feedback, comes from someone who is well-trained in the modality or method in question. Experienced feedback is what this session aims to provide.

TEACHING & COACHING



As noted in the Training Checklist, a Teaching & Coaching Session is the final step in the Prime For Life New Instructor Training process.

This part of the training has two goals:

1. Ensure the new instructor is delivering the content in a manner consistent with the PFL program and PRI expectations.
2. Help identify areas for continued growth.

There are three parts:

1. New instructor (you!) teaches about 20 scenes of the Prime For Life program to a PRI coach.
2. Coach provides feedback using the Moving ForWarD Fidelity Measurement Tool.
3. Coach provides tips and other coaching to help build the new instructor's delivery skills.

We have a few expectations:

- It won't be perfect!
- New instructor will come **prepared**.
- New instructor **will NOT** read to coach.

(continued)

Teaching & Coaching Process:

STEP 1: Select a Section

Choose the section of Prime For Life that you will teach to your coach. Select a minimum of 20 continuous scenes from Prime For Life, anywhere from Scene 3 to Scene 401. Cross reference The App and your syllabus to find a good starting point. Your segment should be 40 minutes of teaching time in length, not counting the length of videos that might be included in the section (so you might need a few more than 20 scenes if your section includes videos!). Please practice and time your section before the coaching session to ensure you have 40 minutes of active teaching.

Here are some ideas:

- What Do I Value; Two Types of Problems; What Would Most People Say? (*Scenes 3-50*)
- What does this have to do with alcoholism and addiction? (*Scenes 76-115*)
- Impairment Problems (*Scenes 134-180*)
- Preventing Alcohol- and Drug-Related Problems; Risks Related to Quantities and Frequencies; Building Low-Risk Guidelines (*Scenes 183-235*)
- The Phases of Use; Green Phase; Transition to the High-Risk Phases; Yellow Phase (*Scenes 264-322*)
- Orange Phase: Psychological Dependence (*Scenes 323-370*)
- Red Phase; Phases Summary (*Scenes 371-401*)

STEP 2: Prepare. Prepare! PREPARE!!

Study the heck out of that section. Read it. Take notes. Get “off book.” Watch the Show Me Videos in the e-manual. Input your notes into the “ADD NOTES” field in your PFL App. Rehearse it in front of the mirror.

STEP 3: Schedule time with a coach.

Once you’re prepared, prepare a little more. Then, schedule time with a coach by clicking [THIS LINK](#). PRI uses scheduling software called Calendly. It allows you to find an hour that’s convenient for you and your coach.

STEP 4: Once you’ve scheduled, show up to your session!

Once you’ve scheduled, you’ll receive an email to confirm, and you can click a link to put that time on your calendar. Your coach will meet you on Zoom. Be prepared to share your screen with them and teach your chosen section.

STEP 5: Your turn to teach!

You’re now the instructor. Your coach will act as a student. Teach them Prime For Life, like you would a normal class. You can open your App, share your screen on Zoom, and click through the scenes you’ve chosen, one at a time, talking about each one.

STEP 6: Feedback and Coaching

Your coach will share some ideas as you proceed, stuff PRI has picked up along the way. Your coach might also take some notes and offer those to you after you’re done teaching.

MOVING FORWARD



The Moving ForWard (MFWD) Rating Scale is a tool for assessing instructors' delivery of Prime For Life® and ensuring program fidelity. It assesses delivery in two types of domains: Content and Process.

Content Domains

1

Instructor **conveys understanding of major concepts** without confusion.

2

Instructor **follows the manual in proper order** and does not overlook relevant segments in manual.

3

Instructor **uses video materials at the correct time** and is able to transition between video and lecture comfortably.

4

Instructor **uses participant workbook exercises as indicated** and pauses to solicit feedback about them.

5

Instructor is able to complete lectures and exercises **without relying excessively on the manual**.

6

Instructor **avoids material not included in the manual**.

(continued)

Process Domains

FINISH LINE FOCUS DOMAIN

This domain measures the instructor's ability to provide the direction and structure necessary to complete the course content and bring the class "across the finish line" by the end of the training.

Evidence of **Finish Line Focus**

- Organized
- Goal-oriented
- Recognizing diversions and avoiding drift
- Weaving in participant comments and making connections
- Linking concepts together for flow of the material
- Uses time well

Evidence for **Low Finish Line Focus**

- Drifting away from topic
- Chatting
- Dwelling on detail
- Getting off track
- Needlessly lingers

WORKING WITH DOMAIN

This domain captures the instructor's skill at forming a respectful collaboration with participants.

Evidence of **Working With**

- Engaging
- Playful
- Yielding the expert role
- Using inclusive language
- Respectful
- Empowering

Evidence for **Low Working With**

- Commanding
- Confrontational
- Overly directive
- Disrespectful
- Talking over
- Detached
- Delivering by rote
- Cold
- Reading from manual

DEFUSING DISSENT DOMAIN

This domain captures the instructor's skill at managing active resistance within the class.

Evidence of Defusing Dissent

- Responding by reflecting
- Not taking resistance personally
- Not arguing
- Moving on
- Seeing resistance as normal

Evidence for Low Defusing Dissent

- Arguing
- Pushing back
- Needing to “win the fight”
- Hostile
- Confrontational

STOP DROP & ROLL



This skill is part of Defusing Dissent.

Imagine: At some point in the program, a Prime For Life participant says, *“These guidelines are ridiculous and unrealistic. Who would drink if they were not going to drink more than two or three?”*

What should you do?



STOP and do a quick check. Have I done anything to provoke this response? If not, relax and remember it is not about you. It is about the participant's change.



DROP your defenses. You do not have to defend Prime For Life. Really. Listen with empathy all the way through the client's statement. It's tempting to “right” the participant. Drop your reaction to share more research or information or talk them into change.



ROLL into a response using a reflection or validation. Try out a simple or deeper reflection to defuse dissent.

Possible responses:

- *0123 seems different than how you observe most people drinking.*
- *You are wondering if it would be easier for you not to drink, rather than only have 2 or 3.*
- *You want to make this fit, and you're struggling.*

Then ROLL back into the program and “click on.”

REFLECTION PRACTICE



Write a reflective listening response to each statement below.

“Marijuana is natural, made by God, so it cannot be bad for you.”

“When I drink, I typically drink about 12. I do not think I have high tolerance. What do you think?”

“This class is too long (a waste of time). This could all be covered in about two hours.”

“I should not be here. The cop was just out to meet a quota when he stopped me.”

“When I drink I always have a designated driver, so this really does not apply to me.”

“This is just a money-making racket. I bet you are getting rich off of our drinking.”

“Well, marijuana is legal in some states now. And, it’s a lot safer than drinking.”

“I think your facts are wrong. My dad is a doctor and says drinking wine is good for you!”

“I could not have possibly been drunk. My Driver’s Ed instructor told me I could have five drinks before I reached a .08 BAL, and I just had four drinks.”

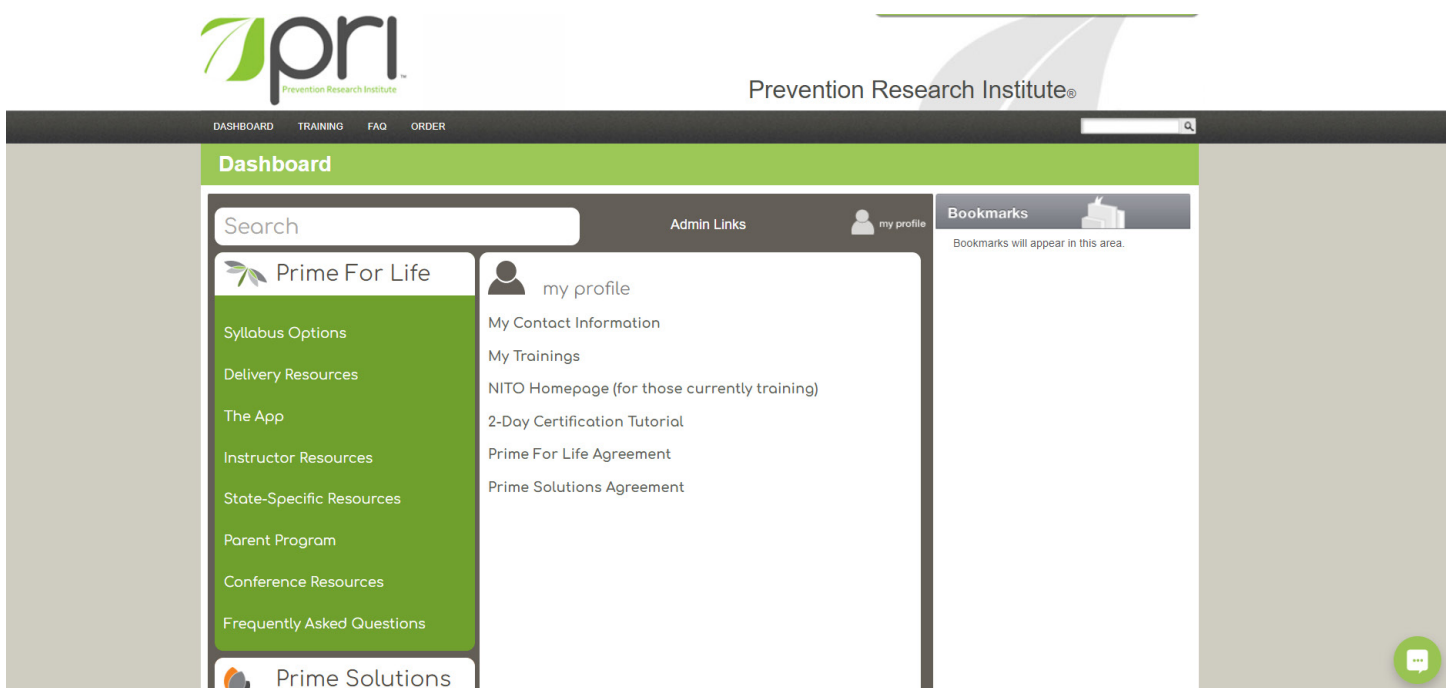
“I don’t care. I’m discharging/graduating anyway.”

SCAVENGER HUNTS



ZOOM 2 SCAVENGER HUNT

1. Open a web browser (*Google Chrome works best*).
2. Go to www.primeforlife.org.
3. Click on DASHBOARD in the upper right of the homepage.
4. Find “Request Prime For Life E-Manual PDF.”
5. Find the syllabus option you’ll be using. Notice there are different lengths, and some states even have a state-specific link.
6. Locate the FAQs. Read one FAQ on Marijuana and one FAQ on Teaching Topics.
7. Find the Program Documentation on the Dashboard. How many pages of references are there?
8. Watch a Prime For Life Video Podcast. (*Note: The search bar can be helpful in locating this and other resources.*)



ZOOM 3 SCAVENGER HUNT

1. Open The App. *(Perhaps you've already downloaded it. If not, you can stream it online.)*
2. Navigate to Scene 80 and find the reference to the adoption studies. There should be a shaded gray box with DOC in it.
3. Find Endnote 28 on Scene 232 (another shaded gray box). Read and discuss as a group.
4. Watch the Coach Me segments on Scenes 146 and 174.
5. Go to Scene 3. Open the E-Manual. Add notes to your field about the steps to completing the Values Activity.
6. Navigate to the scene on drug-impaired driving (Scene 170). Then select and watch an optional video.
7. Click from Scene 335 into Scene 336. Notice an animation starts to play with no voiceover. Review in the E-Manual what the instructor might say while that animation is playing.



REVIEW ACTIVITIES



Review 1

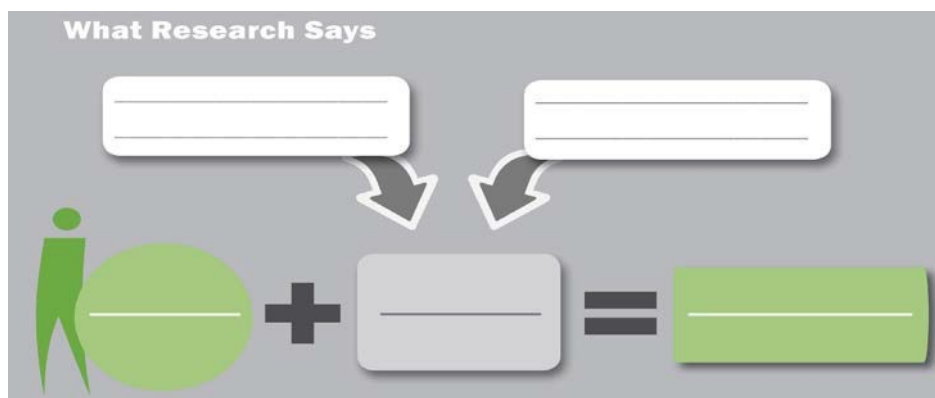
Complete the formula for a lifestyle-related health problem. Describe the role each plays in the development of a lifestyle-related health problem.

Choices: _____

Psychological Factors: _____

Social Factors: _____

Biology: _____



Fill in the blanks below:

1. There are two types of problems that result from high-risk alcohol and drug choices: _____ and _____ problems.
2. _____ sets the trigger point, which we cannot change.
3. People who have a family history of alcoholism often have a _____ tolerance.
4. _____ (which we can change) interact with biology to equal outcome.
5. People who have the following normal traits: _____, _____, _____, and _____ have increased risk.

6. _____ , _____ , and _____ are three indicators of increased biological risk.
7. Groups that _____ or _____ high-risk drinking have higher rates of alcoholism.
8. People with a family history of alcoholism are _____ times more likely to develop alcoholism and are _____ times more likely to develop drug problems.
9. According to research, at least half of people who developed an alcohol use disorder were psychologically _____ before developing the alcohol use disorder.

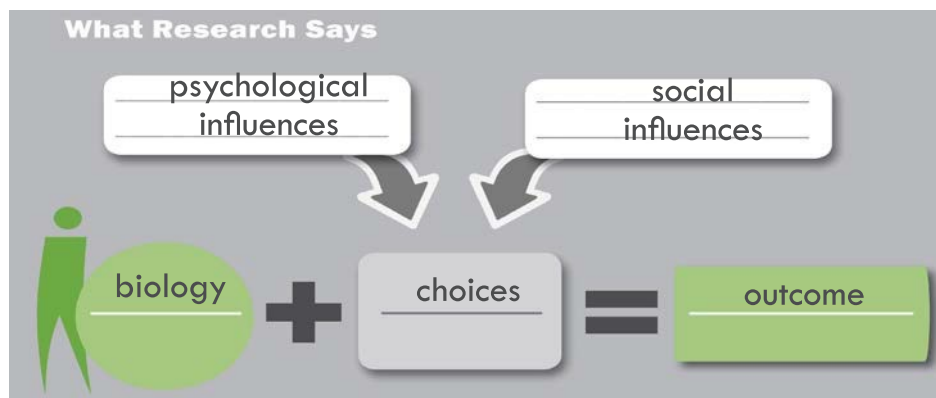
Review 1 Answer Key

Choices: **interact with biology**

Psychological Factors: **influence choices**

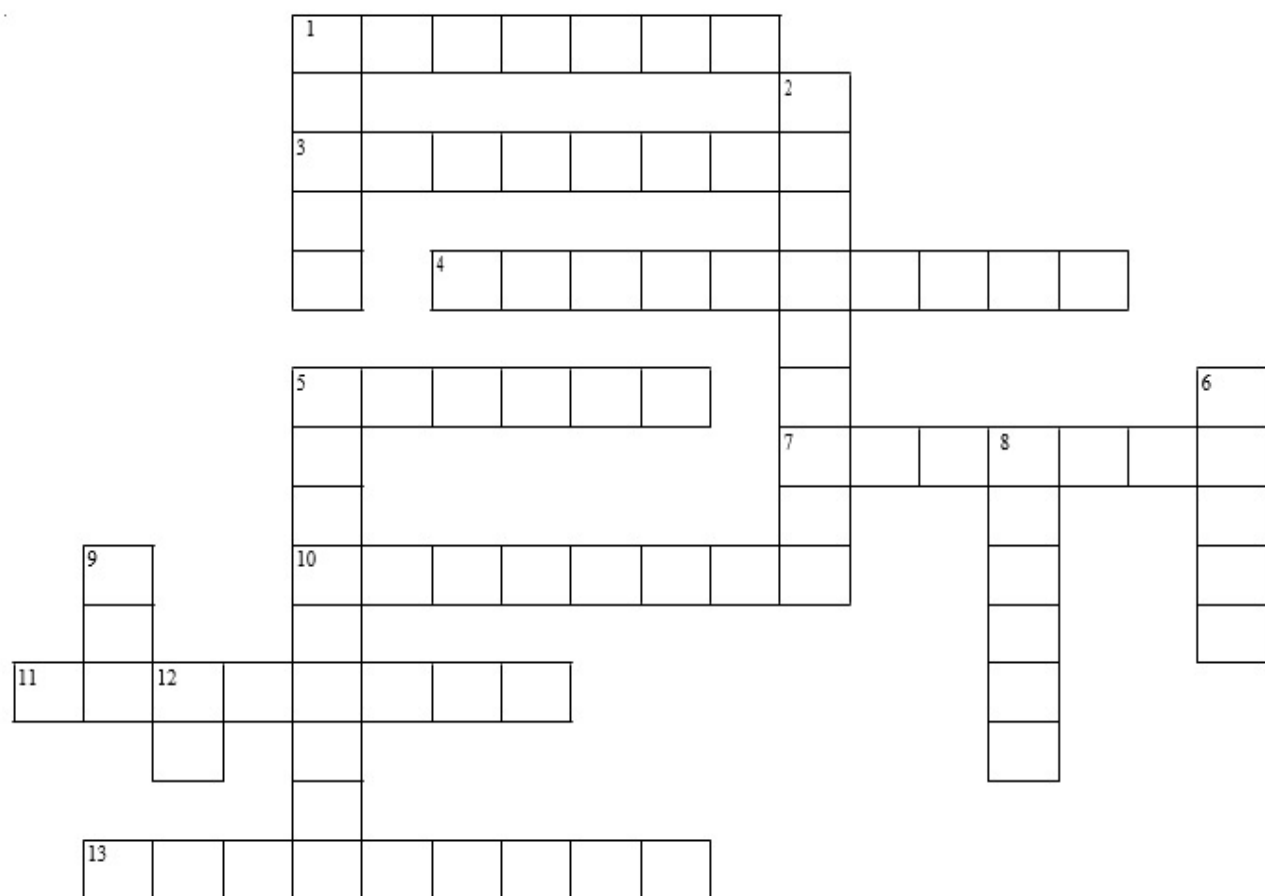
Social Factors: **influence choices**

Biology: **sets trigger point**



1. There are two types of problems that result from high-risk alcohol and drug choices: **health** and **impairment** problems.
2. **Biology** sets the trigger point, which we cannot change.
3. People who have a family history of alcoholism often have a **high** tolerance.
4. **Choices** (which we can change) interact with biology to equal outcome.
5. People who have the following normal traits: **gregarious , impulsive, rebellious , and sensation seeking**, have increased risk.
6. **Family history, high tolerance , and unusually rewarding response** are three indicators of increased biological risk.
7. Groups that **accept** or **encourage** high-risk drinking have higher rates of alcoholism.
8. People with a family history of alcoholism are **four** times more likely to develop alcoholism and are **four** times more likely to develop drug problems.
9. According to research, at least half of people who developed an alcohol use disorder were psychologically **normal** before developing the alcohol use disorder.

Review 2



Across

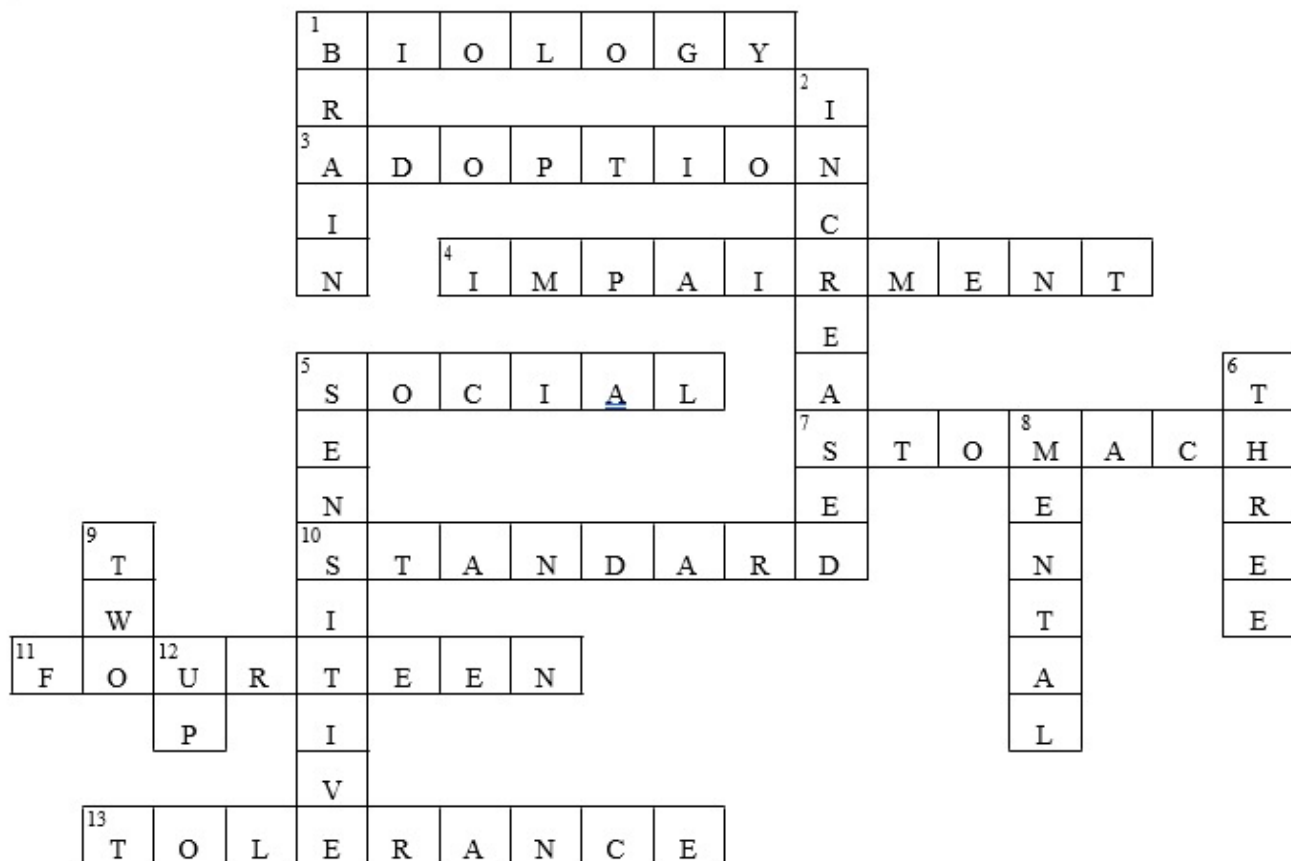
1. _____ sets the trigger point.
3. _____ research indicates that alcoholism runs in families because of increased biological risk.
4. While most health problems develop over time, _____ problems can occur in just one day of making high-risk alcohol or drug choices.
5. _____ dependence confuses people about how dangerous the choices are and makes the high-risk choices of the group seem normal.
7. Biological factors like body fluid, and empty _____ increase risk for impairment problems.
10. One _____ drink is defined as 0.6 ounce of pure alcohol.
11. The largest amount consumed that could be considered low risk in one week is _____ drinks.

13. _____ is a measure of how much impairment is experienced at any blood alcohol or drug level.

Down

1. As quantity and frequency increase, the _____ responds by increasing tolerance.
2. High tolerance is an indicator of _____ risk.
5. Tolerance is a measure of how _____ a person is to alcohol's effects.
6. Research indicates shorter life spans starting at _____ drinks per day for daily drinkers.
8. Physical tolerance goes up faster than _____ tolerance.
9. Health problems are more common for people who average more than _____ drinks per day.
12. Sensitivity goes down as the tolerance level goes _____.

Review 2 Answer Key



Across

- _____ sets the trigger point.
- _____ research indicates that alcoholism runs in families because of increased biological risk.
- While most health problems develop over time, _____ problems can occur in just one day of making high-risk alcohol or drug choices.
- _____ dependence confuses people about how dangerous the choices are and makes the high-risk choices of the group seem normal.
- Biological factors like body fluid, and empty _____ increase risk for impairment problems.
- One _____ drink is defined as 0.6 ounce of pure alcohol.
- The largest amount consumed that could be considered low risk in one week is _____ drinks.

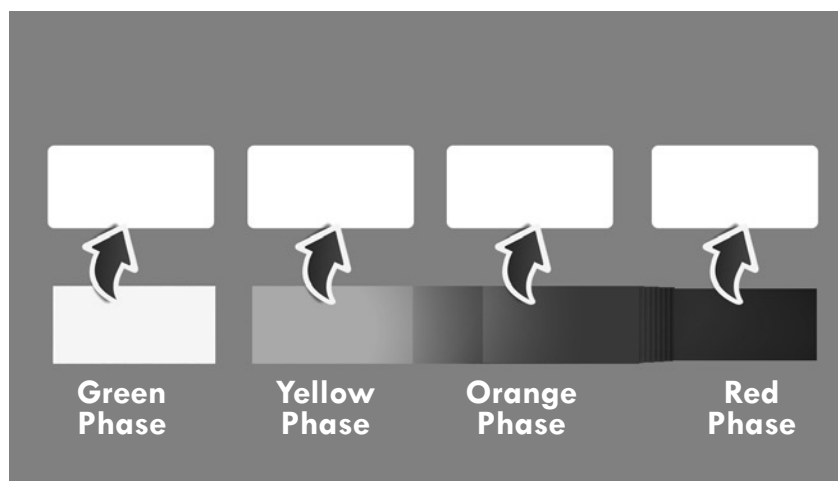
- _____ is a measure of how much impairment is experienced at any blood alcohol or drug level.

Down

- As quantity and frequency increase, the _____ responds by increasing tolerance.
- High tolerance is an indicator of _____ risk.
- Tolerance is a measure of how _____ a person is to alcohol's effects.
- Research indicates shorter life spans starting at _____ drinks per day for daily drinkers.
- Physical tolerance goes up faster than _____ tolerance.
- Health problems are more common for people who average more than _____ drinks per day.
- Sensitivity goes down as the tolerance level goes _____.

Review 3

1. The self-reflection questions completed after each phase in the Reflecting Unit allow participants to _____ their own progression and discover which phase is consistent with their responses.
2. Write the main characteristic of each phase on this diagram.



3. What are the four separate experiences that make up psychological dependence?
 -
 -
 -
 -

Review 3 Answer Key

1. The self-reflection questions completed after each phase in the Reflecting Unit allow participants to **self-assess** their own progression and discover which phase is consistent with their responses.
2. Green Phase – **Low-risk Choices**; Yellow Phase – **High-risk Choices**; Orange Phase – **Psychological Dependence**; Red Phase – **Addiction**
3. **Preoccupation/Integration; State-dependent Restriction; Relationship; Defense of Choices**

Review 4

1. To avoid provoking defenses, what are some words we suggest NOT using?

2. Define resistance.

3. High-risk alcohol and drug choices change brain structure and function starting in the _____ phase and progressing in the _____ and _____ phases.

4. Describe the persuasion paradox.

5. What are some methods suggested to defuse dissent?

6. The Red Phase is characterized by _____.

7. Identify two Prime process skills.

8. Listening with _____ and responding with compassion produce a more positive outcome than using harsh confrontation and judgment.

9. When processing the activities and reflection questions in Prime For Life, prompt for responses with questions like “_____” or “_____” and be comfortable with _____.

10. Self-disclosure is appropriate during the _____ video processing circle.

Review 4 Answer Key

1. To avoid provoking defenses, what are some words we suggest NOT using?
you, alcoholic, bad or good choices, high/low-risk people or groups, moderate or responsible, healthy or unhealthy
2. Define resistance.
Resistance is a natural, predictable, emotional response to change.
3. High-risk alcohol and drug choices change brain structure and function starting in the **Yellow** phase and progressing in the **Orange** and **Red** phases.
4. Describe the persuasion paradox.
If instructors are willing to let clients leave the group exactly as they walked in, it becomes more likely the clients will make the desired change.
5. What are some methods suggested to defuse dissent?
Be confident; trust the persuasion process when responding to questions; Stop, Drop, & Roll with a reflection
6. The Red Phase is characterized by **addiction**.
7. Identify two Prime process skills.
Applying the Persuasion Process to Defuse Dissent
Having Finish Line Focus
Establishing a Working With Atmosphere in Group
8. Listening with **empathy** and responding with compassion produce a more positive outcome than using harsh confrontation and judgment.
9. When processing the activities and reflection questions in Prime For Life, prompt for responses with questions like **“Who will share?”** or **“Let’s hear one more.”** and be comfortable with **silence**.
10. Self-disclosure is appropriate during the **Making the Risk Real** video processing circle.

SYLLABUS INFO



Prime For Life® group delivery time is often defined by state laws and regulations where the program is used statewide. When working outside of these parameters, PRI offers the following syllabus recommendations, and a variety of syllabi options are available on the Instructor Dashboard:

- The **Universal Prevention syllabus** is designed to meet the needs of group participants without any known increased risk factors. This 4½-hour* syllabus option is most frequently used by instructors delivering Prime For Life in secondary schools as a component of guidance, science, or health curriculum. Many adult and parent groups also receive Prime For Life's Universal Prevention program.
- The **8-hour and 10-hour syllabi** are designed for groups whose members may have increased risk for problems and might or might not be making high-risk choices.
- The **12-, 16- and 20-hour syllabi** are designed for groups whose members are actively making high-risk choices and who may have incurred legal consequences or sanctions as a result.

[VIEW SYLLABI OPTIONS](#)



ICON DECODER

Throughout the Prime For Life presentation, you'll notice icons on slides. Be sure to check them out! They offer additional information, optional activities, and more.

Here are a few examples of what to look for:



animation



video



workbook



Testimonial



audio



flipchart
activity

WORKBOOKS



Prime For Life participants are required to have a new workbook purchased from PRI. You can place workbook or e-workbook orders online!

Workbook supplements, like the parent program activities, are available in PDF form on the Instructor Dashboard.

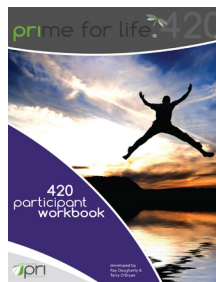
ORDER WORKBOOKS

Prime For Life



Full workbook, suitable for all at-risk audiences

Prime For Life 420



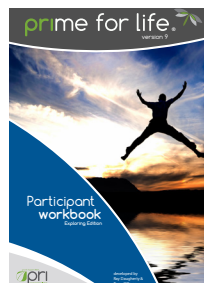
THC-specific focus

Prime For Life Spanish



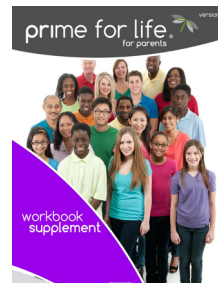
Full workbook, Spanish language version

Prime For Life Exploring



Shorter version, also used for Parent's Program

Prime For Life For Parents



Located on instructor dashboard

INSTRUCTOR AGREEMENT



PREVENTION RESEARCH INSTITUTE INSTRUCTOR AGREEMENT TO FACILITATE PRIME FOR LIFE®

The materials for the Prime For Life® curriculum have been made available to _____ under the following agreement:

The instructor will be certified to facilitate Prime For Life® after successful completion of the full training, the final exam, and the teaching and coaching session. If a state system has additional certification requirements, those requirements must also be met for full certification.

The program will be taught in its entirety, without addition of any material or videos, or deletion of any material, including graphic images or activities, except where identified as optional in the instructor's manual or approved state-specific information.

Instructors have the responsibility to ensure that each participant in Prime For Life receives a new Participant Workbook. Failure to provide materials to each participant will be grounds for revocation of the certification granted the instructor to facilitate Prime For Life®.

All videos, exercises and other materials are to be used only as a part of facilitating Prime For Life to the appropriate audience. Instructors agree to use the program syllabus intended for the audience they are addressing. For more guidance on syllabus recommendations visit the instructor page of instructor.primeforlife.org.

All materials are to be used only by instructors trained and certified by Prevention Research Institute.

Instructors agree to follow research evaluation protocol established by Prevention Research Institute when utilizing evaluation instruments developed by Prevention Research Institute.

Instructors are only certified to teach participants, not to train other instructors.

Copying or other misuse of the Participant Workbook, the manual or other teaching aids is a violation of Federal Copyright Laws and will be grounds for legal action as well as revocation of certification from the Institute and revocation of license from the state.

If an instructor is decertified by Prevention Research Institute for violation of this agreement, the instructor will lose access to all materials provided by Prevention Research Institute.

Revocation of instructor certification by state authorities will be grounds for revocation of the Prevention Research Institute certification granted to the instructor to facilitate Prime For Life.

I have read and understand the terms of this agreement. Breach of the agreement or failure to consistently perform to Prevention Research Institute standards shall be grounds for revocation of certification granted to the instructor to facilitate Prime For Life®.

Signature: _____ Date: _____

ADDITIONAL RESOURCES



Prime For Life is an evidence-based program. Want to know how it works? View Research and Evaluation data [HERE!](#)



Connect with PRI and other Prime For Life instructors! Find us on [Facebook](#), [Instagram](#), or [LinkedIn!](#)



The following pages contain printable resources (these are also available on the Instructor Dashboard).

- Treasures Lost Processing Cards
- Program 1-pagers
- Prime For Life Implementation Map



Thank you for joining us for Prime For Life training!

We are always available for support, and we offer continuing education opportunities throughout the year. We look forward to hearing about your Prime For Life experience and to working with you for years to come!

“When the conduct of men is designed to be influenced, persuasion, kind, unassuming persuasion should ever be adopted... If you would win a man to your cause, first convince him you are his sincere friend. Therein is a drop of honey that catches his heart; which, say what he will, is the high road to his reason, and which, once gained, you will find but little trouble in convincing his judgment of the justice of your cause, if indeed it is a just cause.

On the contrary, attempt to dictate to his judgment, or to command his action, or to mark him as one to be shunned and despised, and he will retreat within himself, close all avenues to his head and his heart, and though your cause be naked truth itself, transformed to the heaviest steel, ... you will no more be able to pierce him, than to penetrate the hard shell of a tortoise with a rye-straw.

Such is man, and so must he be understood by those who would lead him, even to his own best interests.”

Abraham Lincoln, *Addressing the Washingtonian Temperance Society, 1842*

1. How have you risked things you value by making high-risk choices with alcohol or drugs? What thoughts do you have about this going forward?

2. Have you personally known someone who risked or lost things they valued by making high-risk choices? What was the outcome?

3. How would you feel if you injured or killed someone as a result of your own high-risk alcohol or drug choices?

4. When you think about riding with a driver impaired on alcohol or drugs, how do you feel about it now?

5. How would the people closest to you feel if you were injured or killed as a result of either your own or someone else's high-risk alcohol or drug choices?

6. Do you think it would be harder to be responsible for hurting someone else or to be the one hurt by someone's high-risk choices? Why?

7. What values did you see people in the video lose as a result of their high-risk alcohol or drug choices?

8. Which story hit home hardest for you and why?

9. What impact will this experience have on your future alcohol or drug choices?

10. What is something important you want to take away from this experience?

11. What feelings did you see in those who lost things they valued due to their own high-risk choices?

12. What advice might you offer to a younger sibling, your child, or a future child when he or she is faced with opportunities to make choices around alcohol and drugs?

13. Imagine you drove impaired and caused a crash that killed, crippled, or disfigured someone else. How would you feel?

14. How would it affect your friends and family if you were a passenger in an impaired driving crash that killed you or someone else?

15. What other problems can result from high-risk choices?

16. Have you ever tricked yourself into believing it was safe to ride with a friend or relative after he or she had been drinking or using drugs? If so, how?

17. As you watched these stories unfold and you thought about your own experience, what are you grateful for right now?

18. As you think of what might have been for yourself, how do you want to move forward with your life?

19. Many of these people lost opportunities. What opportunities do you want to take advantage of when you leave here?

20. What do these stories make you want to say to loved ones?

21. What's the new ending you want to write for your life story?

22. How do you want to use these powerful emotions to fuel you?

23. Describe what it might be like to imagine someone who is impaired causing harm or death to a person you love?

24. What would it be like to create the kind of pain we observed in these stories for someone else?

prime for life®

An Experience. Changing Lives.

A motivational approach to exploring risk perception, choices, and values.



UNIVERSAL

For ages 11+ and most prevention needs.



MOTIVATIONAL

Start with the *why* and dive into the *what* and *how* of change.



JUDGMENT-FREE

Evidence-based and designed to promote new thinking and collaboration.

Prime For Life® guides participants toward a meaningful understanding of how lifestyle-related health problems, like those associated with alcohol and drug use, develop. It clearly presents insight gathered from more than 1,800 research studies, exploring problems that occur, what we can do to prevent them, and why sometimes we need help.

This instructor-led, media-enriched course provides specific guidance regarding personal

choices, the management of resistance, support for change, and planning for success. It emphasizes both the role of empathy and the importance of collaboration.

It's for the curious, the concerned, and for those making high-risk choices. Prime For Life is adaptable, and shorter variations of this motivational risk-reduction program make it an experience anyone can benefit from.

About PRI

Prevention Research Institute is a private nonprofit organization committed to reducing problems related to high-risk alcohol and drug choices. We are researchers, trainers, designers, developers, coordinators and support specialists who work to see positive change.

 **P:** 800.922.9489
841 Corporate Dr., Ste 300
Lexington, KY 40503

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Institute

**CLICK OR SCAN
FOR MORE INFO**



prime for life 420

THC focus. Wide application.

A motivational approach to exploring risk perception, choices, and values.

THC (tetrahydrocannabinol) is the primary substance from the cannabis plant that produces impairment.



UNIVERSAL

For ages 11+ and most prevention needs.



MOTIVATIONAL

Start with the *why* and dive into the *what* and *how* of change.



JUDGMENT-FREE

Research-based and designed to promote new thinking and collaboration.

Prime For Life®420 uses Prime For Life concepts to explore risks around THC use specifically, and around alcohol and other drugs too. It guides understanding of how problems develop, what we can do to prevent them, and why sometimes we need help.

It's for indicated and selective groups, for those with THC problems among their family or friends, or for those with a low risk perception or curiosity about marijuana and/or other drugs.

As THC becomes more widely legalized, we hear more about it in our communities, media, and politics. Much of what we hear makes THC sound "safe" or "low-risk." But is it? Prime For Life 420 helps answer this question, and others like:

- **Is THC addictive?**
- **Can problems happen from THC impairment?**
- **It's legal and it's natural, so what's the big deal?**

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Changing Choices. Changing Lives. Online.
A personalized approach to exploring risk perception, choices, and values.



ACCESSIBLE

Complete the course
online any time, on any
device.



MOTIVATIONAL

Start with the *why* and
dive into the *what* and
how of change.



SELF-PACED

Save your progress
and focus on areas of
personal interest in this
8- to 20-hour course.

MyPrime® is an online course that invites participants to explore ways in which their choices and values intersect and how we can move from surviving to thriving. The program provides specific ways to reduce the risk of alcohol- and drug-related problems throughout a lifetime. It is intended for use by a wide audience. It's for those who want to keep their lives as problem free as possible and for those already experiencing concerns or problems related to their use.

MyPrime is based on more than 1,800 scientific studies and utilizes images, animations, and videos to engage users. The program provides guidance regarding individual risk and personal choices, offers support for change, and helps participants plan for success. By presenting information in a non-judgmental way, myPrime provokes new thinking and provides individuals with a solid basis for making decisions about their own alcohol and drug use.

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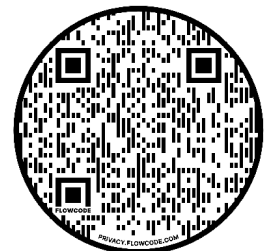


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prime solutions®

Meeting people where they are.
A flexibly standardized approach to treatment.



PROTOCOL-DRIVEN

Be confident using an engaging, media-enriched, evidence-derived program.



ADAPTABLE

Meet clients at their current stage of change.



INSPIRATIONAL

Increase motivation for change and develop skills that will last a lifetime.

Prime Solutions® is a non-confrontational approach to treatment, maximizing clients' motivation to make changes. It inspires clients to examine their beliefs and helps them gain lifetime skills for dealing with craving and temptation.

Built on Motivational Interviewing, Cognitive Behavioral Therapy, and the Transtheoretical Model of Change, all 20 session topics are designed for easy

integration with Twelve-Step involvement and enriched with carefully developed media.

It is a treatment program to help clients diagnosed with a substance use disorder, and can be used in individual or group sessions. It is protocol-driven, but highly adaptable because every client is unique. The program structure encourages meeting clients where they are, increasing the likelihood they will be receptive to the treatment process.

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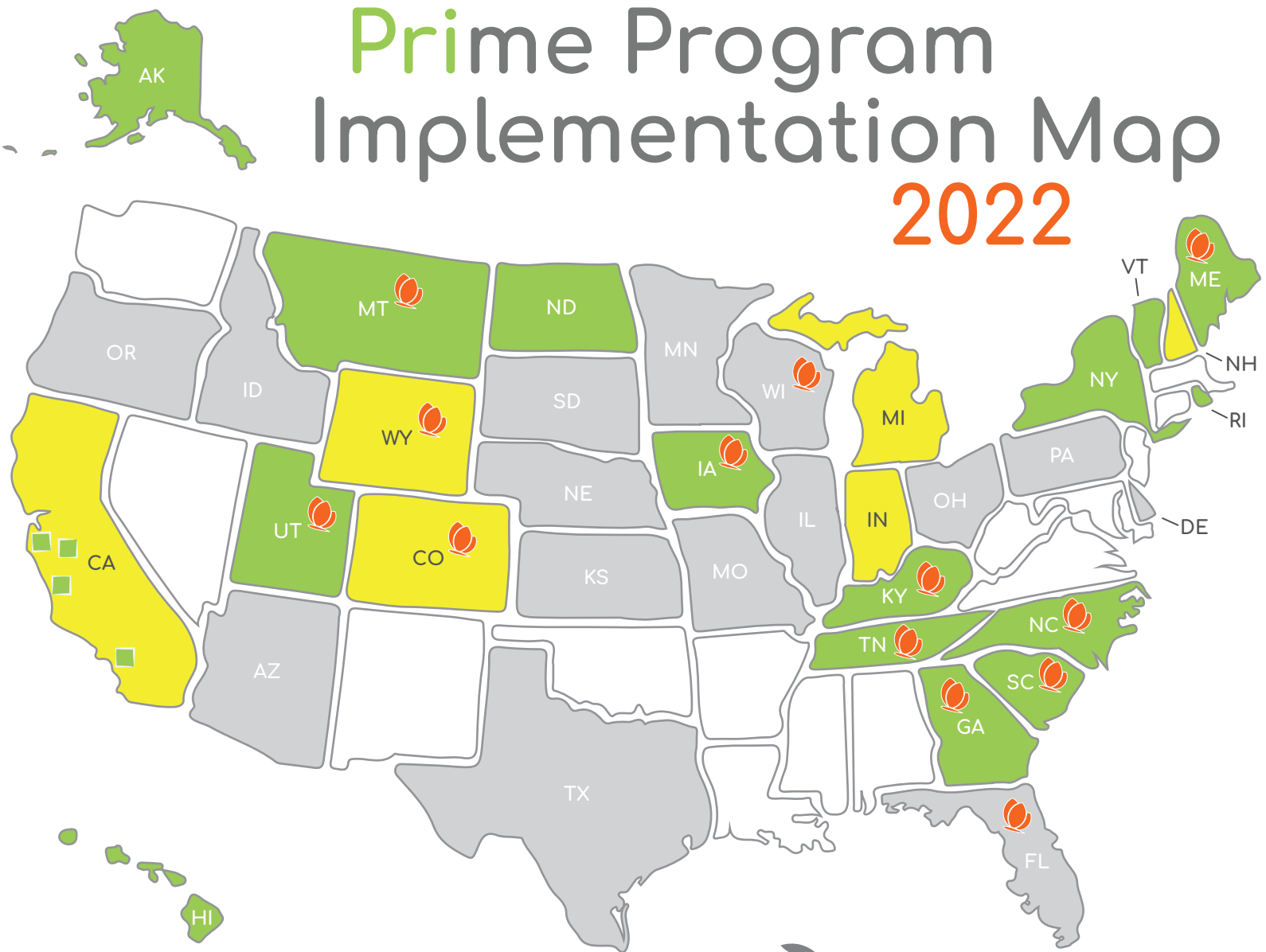


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Prime Program Implementation Map 2022



prime for life®

Sole Program Provider For:

US Army US Navy
US Coast Guard US Marine Corps

Alaska Youth

Driving Under the Influence Programs in:
Merced County, San Luis Obispo County,
Santa Cruz County & Ventura County,
California

Impaired Driving Programs in: Georgia,
Hawaii, Iowa, Kentucky, Maine, Montana,
New York, North Dakota, Rhode Island,
South Carolina, Tennessee, Utah &
Vermont

North Carolina ADETS Program

Approved For:

Colorado DUI/DWAI Program
Impaired Driving Programs in:
Indiana & New Hampshire
Kentucky Department of Juvenile
Justice

US National Guard
Wyoming Impaired Driving &
Minors in Possession Programs



Additionally Used By:

College Campuses & Greek
Organizations
Court Diversion Programs
Departments of Corrections
Drug & Alcohol Treatment
Organizations
Employee Assistance Programs
Institutions of Worship
Instructors in Ireland & Sweden
Native American Tribal
Organizations
School Student Assistance
Programs

134,676 WORKBOOKS DELIVERED · 2,245 MYPRIME CODES ISSUED
730 INSTRUCTORS AND COUNSELORS TRAINED