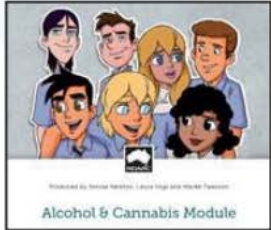


CREMS Webinar Series: Welcome!

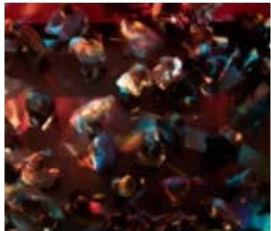
UPCOMING WEBINARS



MAY 19, 2015: 2PM AEST

Drug and alcohol use among young people. What can parents and schools do to prevent the harms?

DR NICOLA NEWTON AND DR LEXINE STAPINSKI



JULY, 2015

Co-occurring mental health and substance use disorders: how do they affect young people?

DR CATH CHAPMAN



SEPTEMBER, 2015

Early intervention for depression and problematic alcohol use in young people

MR MARK DEADY



NOVEMBER, 2015

Locating free resources to support evidence-based practice

DR ERICA CROME



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What is CREMS?

NHMRC Centre of Research Excellence in Mental
Health and Substance Use (CREMS)
Directed by Prof Maree Teesson

CREMS aims to significantly improve

- **understanding**
- **prevention**
- **treatment**



of comorbid mental health disorders and
substance use



Drug and alcohol use among young people. What can parents and schools do to prevent the harms?

Dr Nicola Newton & Dr Lexine Stapinski



NHMRC CENTRE OF RESEARCH EXCELLENCE
in MENTAL HEALTH and SUBSTANCE USE



Prevention Team & Contributors

Academic

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- ✚ Prof Maree Teesson
- ✚ Dr Lexine Stapinski
- ✚ Dr Cath Chapman
- ✚ A/Prof Tim Slade
- ✚ Dr Frances Kay-Lambkin
- ✚ Prof Steve Allsop
- ✚ Dr Nyanda McBride
- ✚ Dr Wendy Swift
- ✚ Dr Emma Barrett
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- ✚ Erin Kelly
- ✚ Katrina Champion
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- ✚ Louise Birrell
- ✚ Netfront web designers
- ✚ 2and2 game developers

Funding: NHMRC, Australian Government Department of Health



Outline

1. Who gets into trouble with drugs and alcohol, and why does it matter?

2. Can we prevent the problems?

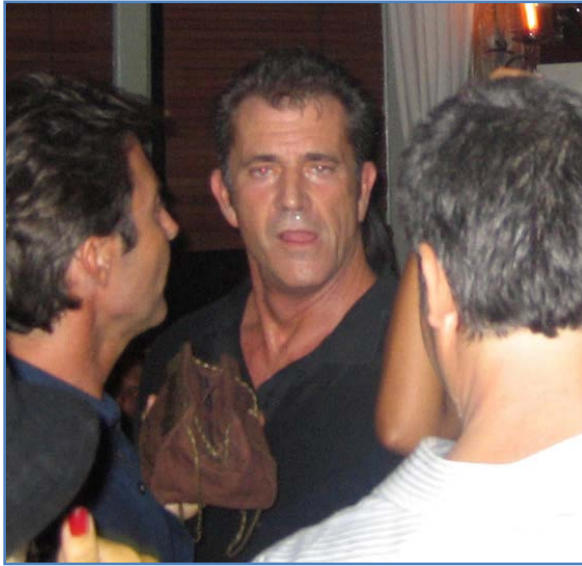


3. How do we help schools and parents access evidence-based resources?



Who is most likely to have an alcohol disorder?

A



B

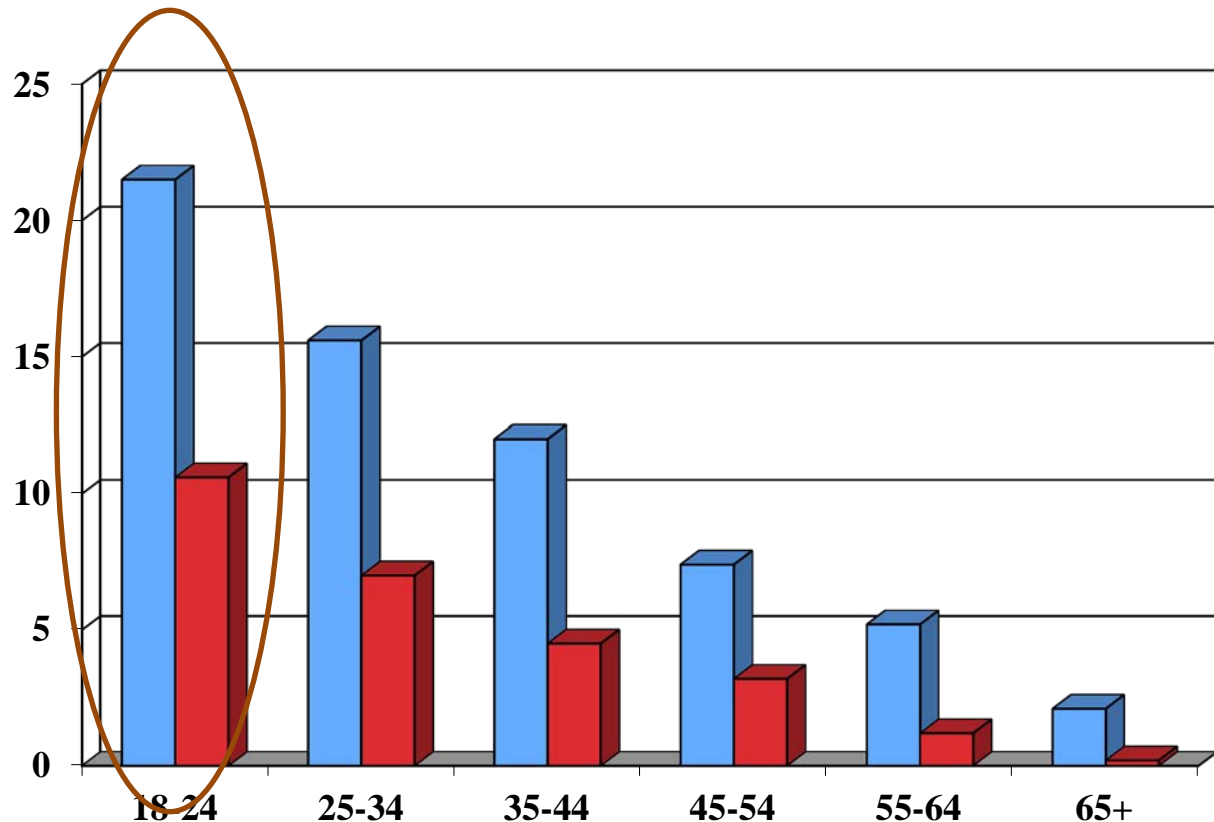


C



Who has a substance use disorder ?

- Contrary to common perception, young males are the group most likely to have an alcohol use disorder
- Males are twice as likely to experience problems with alcohol and other drugs **BUT** this is changing

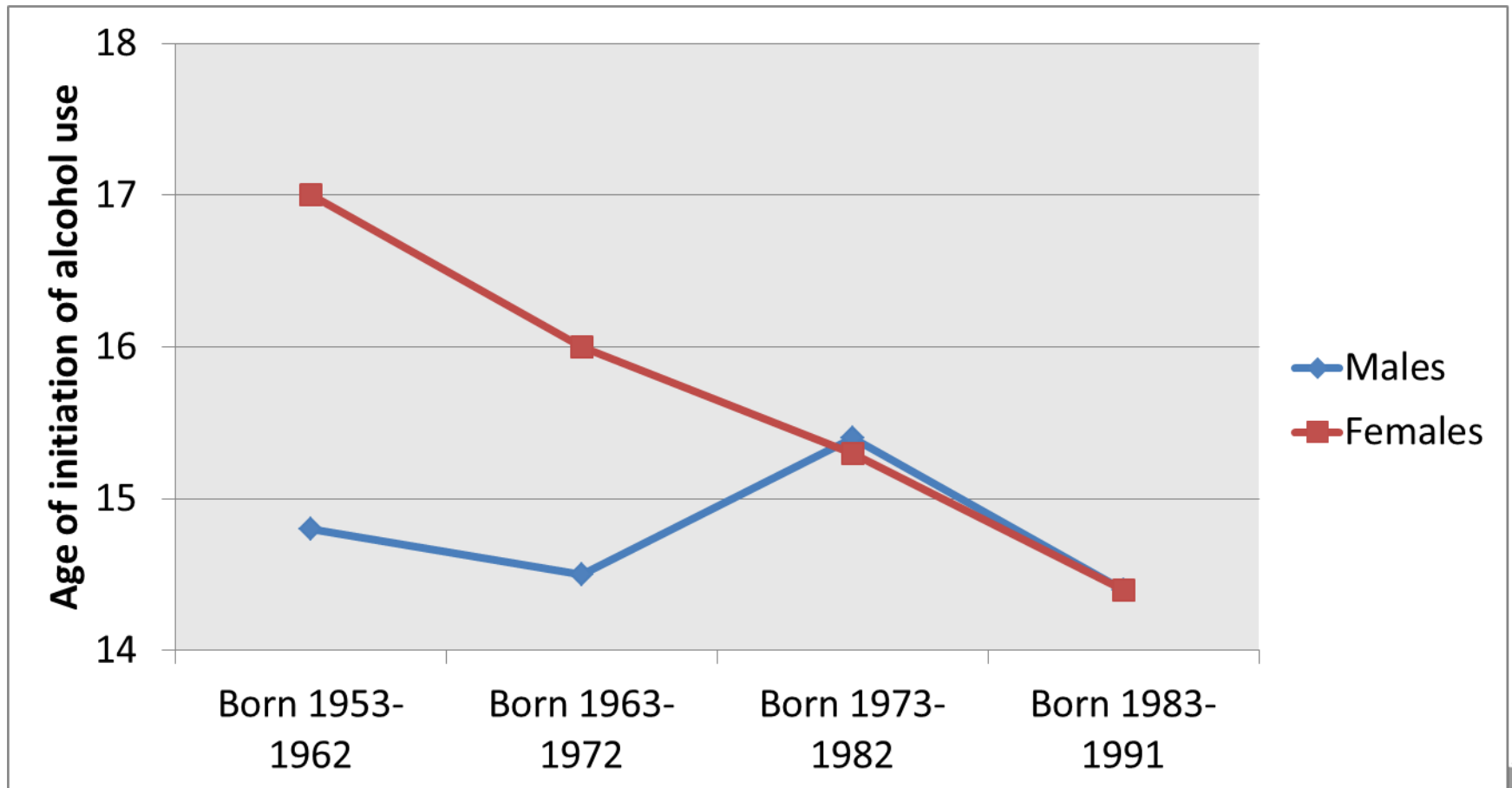


■ Males (9.0)
■ Females (3.2)



At what age do Australians start drinking?

The gender gap is closing...



Some good news on the horizon....

- More 12–17 year olds are **abstaining** from alcohol
 - (increased significantly between 2010 and 2013 from 64% to 72%)
- **Daily smoking** declined significantly between 2010 and 2013 (from 15.1% to 12.8%)
 - Daily smoking rates have almost halved since 1991 (24.3%).
- Younger people are **delaying uptake** of smoking
 - age at first cigarette increased from 14.2 in 1995 to 15.9 years in 2013.



Teenagers and Drugs & Alcohol



Why it's so important..

- ❧ The peak onset of drug and alcohol use is during teenage years
- ❧ Associated harms are considerable: peak impact is ages 15-24, alcohol and drug use contribute to the top 3 causes of death
- ❧ Earlier initiation → greater risk of adulthood problems (dependence, delinquency, mental health problems, poorer education outcomes)

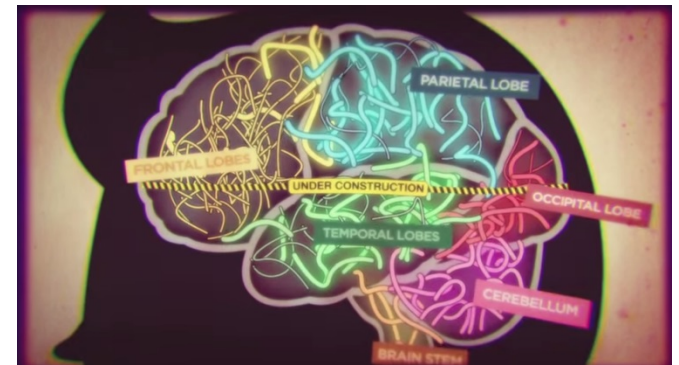


Effect on the developing adolescent brain

- ❧ Adolescence is a critical period for brain development and maturation
- ❧ Alcohol and cannabis impact the brain and functions:
 - Immediate short-term effects
 - Affect how the brain develops: longer term impact
- ❧ Recommended video series for young people: “Under Construction” by Turning Point

[Alcohol and the Teenage Brain](#)

[Cannabis and the Teenage Brain](#)



Risk Factors for Teenage drinking



- ❗ Many!
- ❗ Recent study by Mattick et al (2014) examined a range of individual, family and peer factors on teenage drinking
- ❗ **Parental** factors: rule-setting around alcohol, monitoring of teenagers and consistent rule enforcement protected against teen drinking

The most important risk factors when all were considered were:

- Peer use of alcohol
- The perception of alcohol use as normative (“everyone is doing it”)
- Behavioural problems
- **Parental supply of alcohol**



Outline

1. Who gets into trouble with drugs and alcohol, and why does it matter?

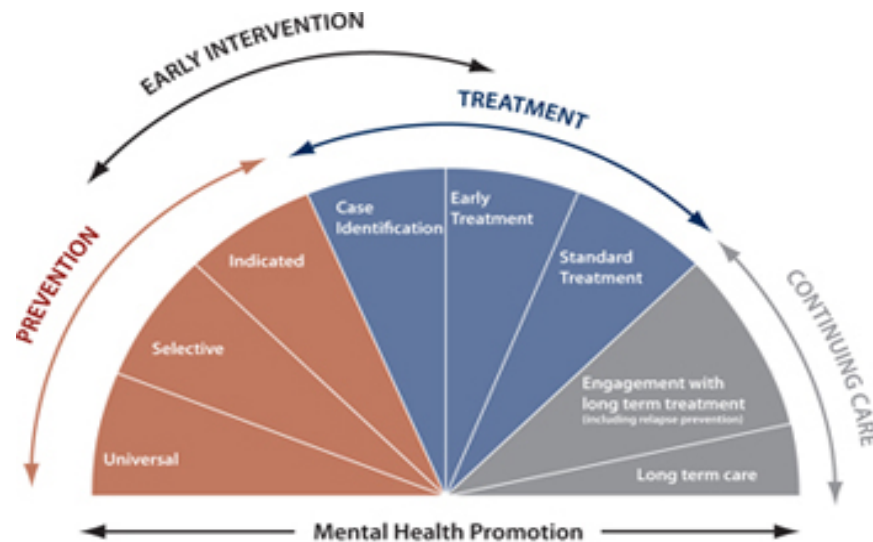
2. Can we prevent the problems?

3. How do we help schools and parents access evidence-based resources?



Types of prevention

1. Universal: delivered to an entire population regardless of level of risk
2. Selective: targeted to groups at greatest risk of developing problems
3. Indicated: targeted to those experiencing early symptoms of a disorder



Adapted by the Commonwealth Department of Health and Aged Care, 2000



Prevention needs to occur early

❗ School is the ideal location

- Practical - spend > 25% waking lives
- Time when first start to experiment
- Tailor messages at developmental levels
- Educate prior to harmful exposure



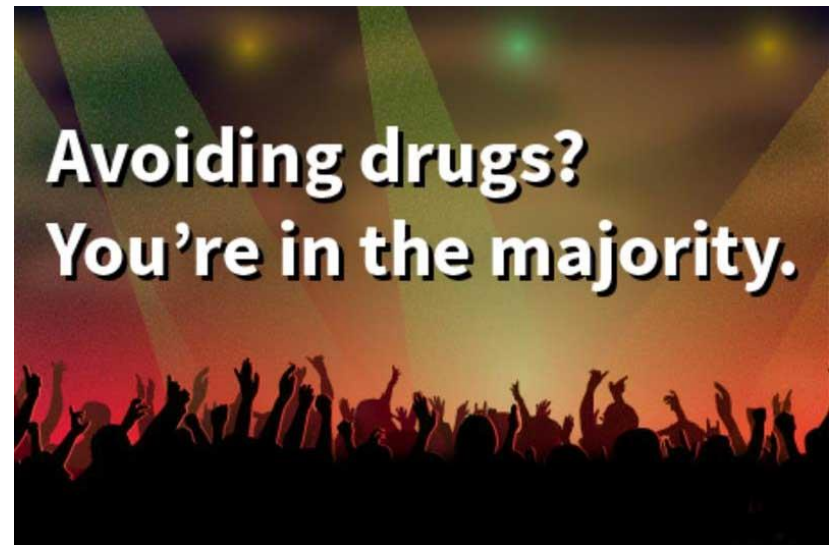
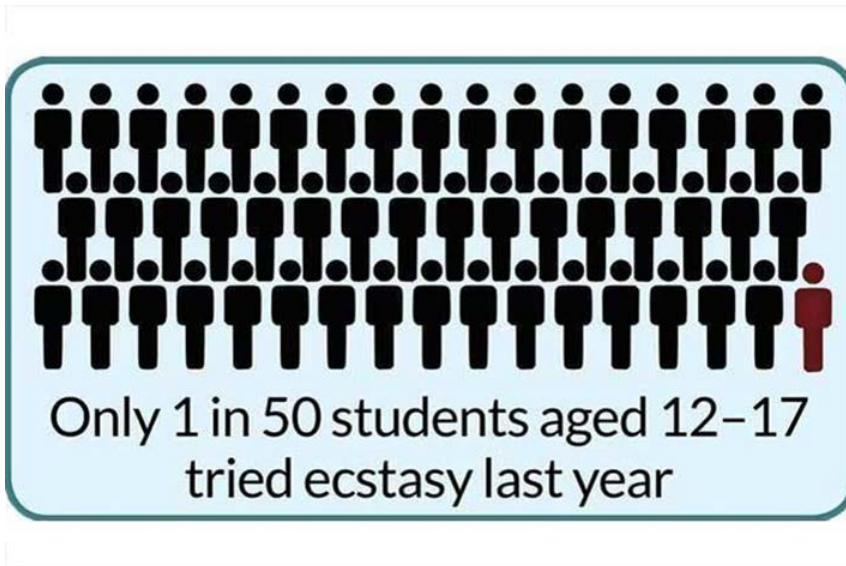
Effective principles of school-based drug prevention

- ❖ Evidence-based and theory driven
- ❖ Developmentally appropriate & immediately relevant to students
- ❖ Implemented prior to harmful patterns of use
- ❖ Be part of a comprehensive health education curriculum
- ❖ Use peer leadership but keep teacher as the central role
- ❖ Employ interactive teaching approaches
- ❖ **Adopt a social influence or comprehensive approach**



Social Influence: Flip the numbers

1. Information – facts and harms
2. Provide resistance skills training, and
3. Incorporate normative education – challenge view that “EVERYONE is doing it..” – no they’re not!



Universal school-based drug prevention

Evidence-based programs do exist:

- Life Skills Training program (*Botvin et al*)
- School Health and Alcohol Harm Reduction Project (SHAHRP) (*Midford & McBride*)
- EU-DAP Study 'Unplugged' program (*Faggiano et al*)
- Get Ready program (DEVS Study) (*Cahill & Midford*)


Dissemination of evidence-based programs is low

- 14% schools use programs with correct content and delivery
- Due to barriers & obstacles that arise when implementing programs in the school environment



Universal school-based drug prevention

- ❦ Common obstacles to effective implementation
 - Insufficient resources – materials, time and money
 - Adaptation
 - Lack of training
 - Commercially based packing
 - Sustainability

- ❦ Poor implementation  poor outcomes



Innovative new prevention model

❦ Clearly a new approach was needed that was:

1. Evidence-based: adheres to effective principles of drug prevention
2. Overcame barriers to implementation to increase fidelity & outcomes



Climate Schools programs

Universal prevention programs which aim to prevent substance use and related harms in adolescents

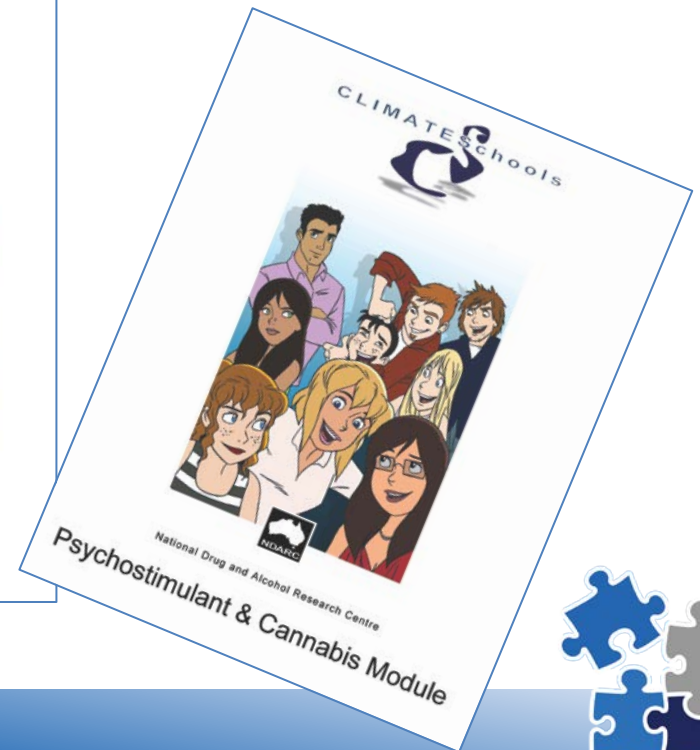
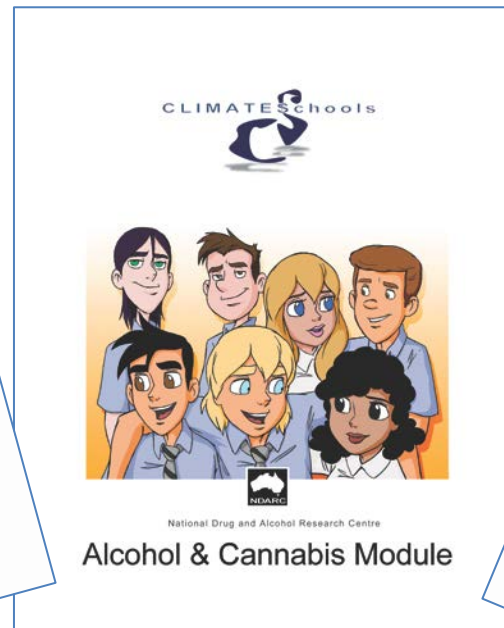
- ✓ Social influence approach
- ✓ Harm-minimisation goal
- ✓ Internet-based
- ✓ Easy to implement
- ✓ Embedded in curriculum
- ✓ Age and context appropriate
- ✓ Interactive – cartoons & activities
- ✓ Reinforcement - booster



Climate Schools programs

Three modules for Australian high school students

1. Alcohol module (Yr 8: 13-14yr olds)
2. Alcohol & Cannabis module (Yr 8/9: 13-15yr olds)
3. Cannabis & Psychostimulant module (Yr 9/10: 14-16yr olds)



Climate Schools components

Extensive development process

- Focus groups & interviews teachers, students and health prof.
- Developed by the 'user group' for the 'user group'

Module = 6 lessons of...

- Part 1: 15 min online
- Part 2: 25 min class activities
 - ✦ Assertion skills
 - ✦ Calling for assistance
 - ✦ Recovery position
 - ✦ Decision making
 - ✦ Group discussions

Covering...

- Alcohol guidelines and laws
- Normative use
- Short & long term risks
- Influences of media & peers
- Drug refusal & harm minimisation skills
- Staying safe & first aid



The screenshot shows a web browser window with the address bar displaying "https://www.climateschools.com.au". The page has a dark navigation bar with links: HOME, COURSES WE OFFER, REGISTER YOUR SCHOOL, TEACHERS, STUDENTS, OUR RESEARCH, and CONTACT. Below the navigation bar, there is a logo for "CLIMATE SCHOOLS" with the tagline "ONLINE PREVENTION". To the right of the logo, there is a graphic of three flags (Australia, UK, USA) and a group of cartoon students. The main content area is divided into two columns. The left column contains a "LOGIN" section with fields for "USERNAME (CASE SENSITIVE)" (filled with "nickien@unsw.edu.au") and "PASSWORD (CASE SENSITIVE)" (filled with "...."), a "Login" button, and links for "Forgot your password?" and "Create a new account". Below the login section is an "OTHER INFORMATION" section with links for "TECHNICAL REQUIREMENTS", "PRIVACY STATEMENT", "FREQUENTLY ASKED Q'S", and "IMPLEMENTATION GUIDE", and a "Support" button. The right column contains a "Climate Schools" section with a paragraph about the program's purpose, a "Who is behind Climate Schools?" section with a paragraph about the research centers, and a "Course Benefits" section with a list of five benefits.

Climate Schools Australia – Health and Wellbeing Courses

https://www.climateschools.com.au

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CLIMATE SCHOOLS
ONLINE PREVENTION

HEALTH AND WELLBEING COURSES
FOR SCHOOL STUDENTS

★ LOGIN

USERNAME (CASE SENSITIVE)
nickien@unsw.edu.au

PASSWORD (CASE SENSITIVE)
....

Login

→ Forgot your password?
→ Create a new account

★ OTHER INFORMATION

- TECHNICAL REQUIREMENTS
- PRIVACY STATEMENT
- FREQUENTLY ASKED Q'S
- IMPLEMENTATION GUIDE

Support

★ Climate Schools

Climate Schools provides health education courses which aim to empower students to gain knowledge about their health and wellbeing. This knowledge will assist them in making good choices. Students learn about ways to avoid harm and to optimise their physical and mental health.

Prior to registering your school, you can preview the Climate Schools course material including lesson 1 of the Alcohol module and lesson 1 of the Alcohol and cannabis module. These interactive student lessons will provide a preview before your school registers for full access to the Climate Schools programs.

★ Who is behind Climate Schools?

Climate Schools is the work of researchers and practitioners from the National Drug and Alcohol Research Centre (NDARC) and the NHMRC Centre for Research Excellence in Mental Health and Substance Use at the University of New South Wales (UNSW), Sydney, Australia.

★ Course Benefits

Our research shows that Climate Schools programs improve student outcomes by:

- Reducing alcohol consumption
- Reducing binge drinking
- Reducing the frequency of cannabis use
- Increasing knowledge about alcohol and cannabis
- Improving attitudes towards alcohol



Part 1: Online component

★ Lessons

Alcohol - Lesson 1



This lesson will teach you about:

- Alcohol, the law and underage drinking.
- Standard Drinks.
- Australian Guidelines to reduce health risks from drinking alcohol.
- Identifying the number of standard drinks in alcoholic beverages.
- Societal pressures and expectations to drink alcohol.

Cartoon



Teacher summary



Activities



Student summary







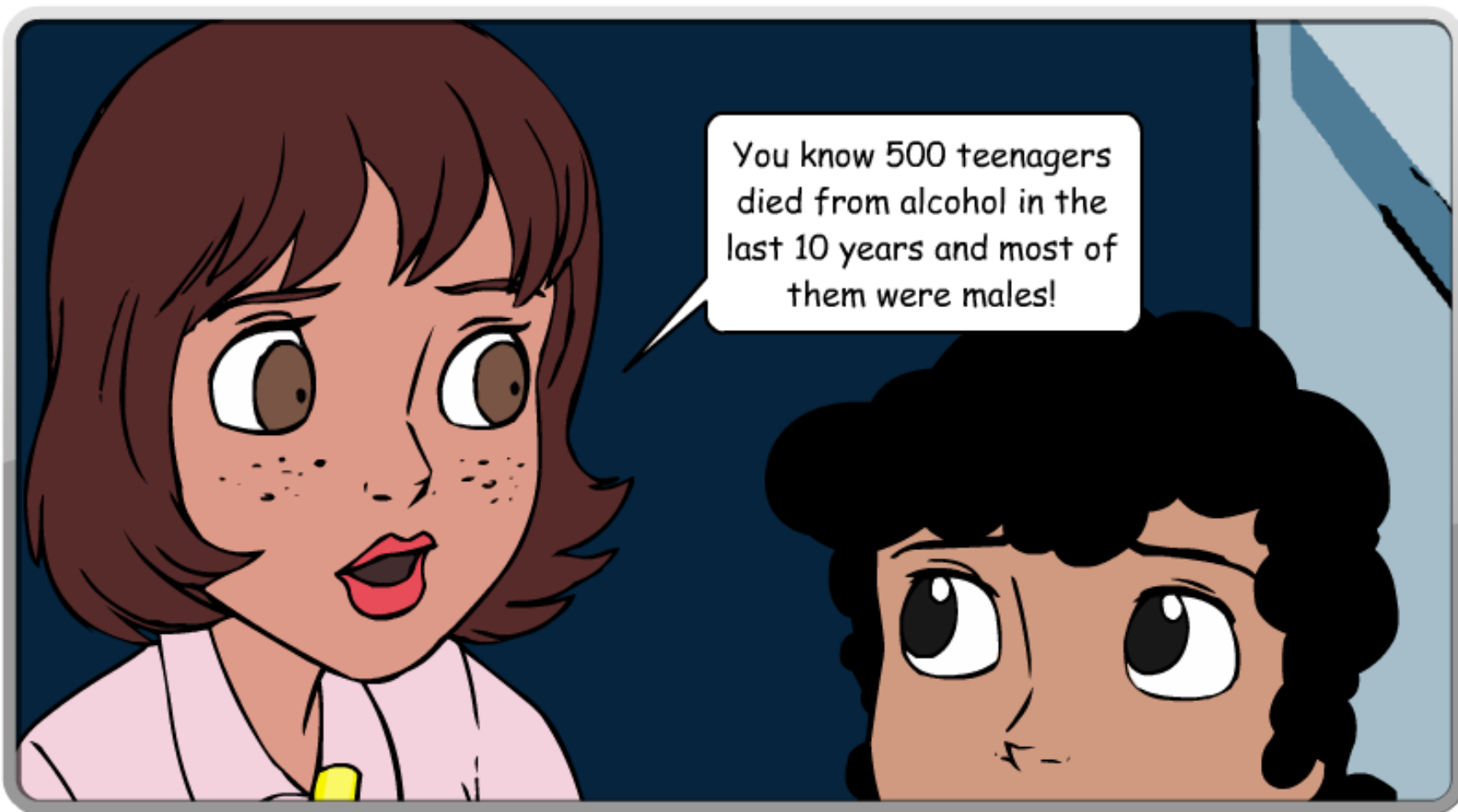








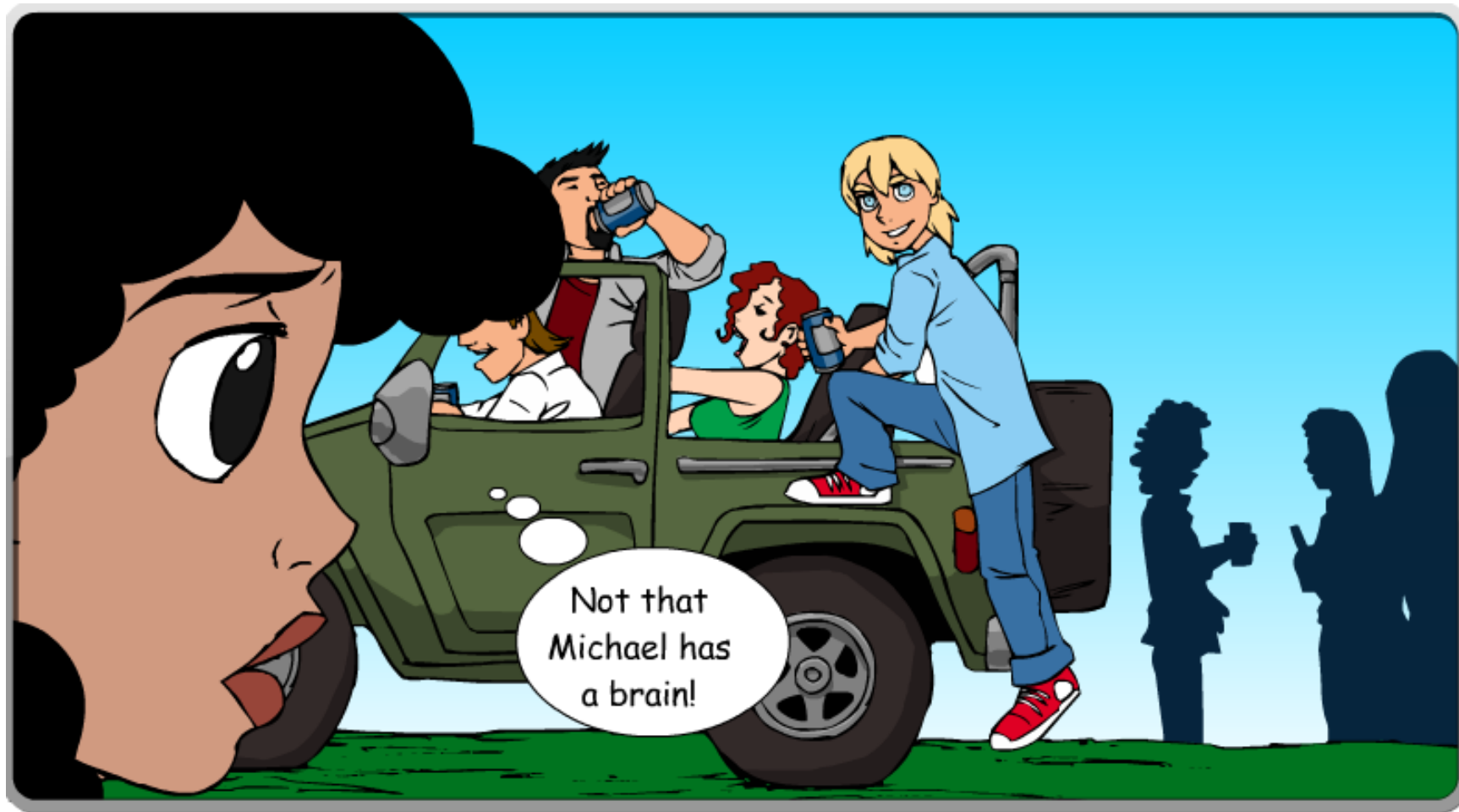


A comic panel with a dark blue background. On the left, a girl with short brown hair and freckles, wearing a pink shirt, has a surprised expression with wide eyes and an open mouth. On the right, a girl with dark curly hair and a brown complexion looks at her with a neutral expression. A speech bubble points from the girl on the right to the girl on the left.

You know 500 teenagers
died from alcohol in the
last 10 years and most of
them were males!











The day after

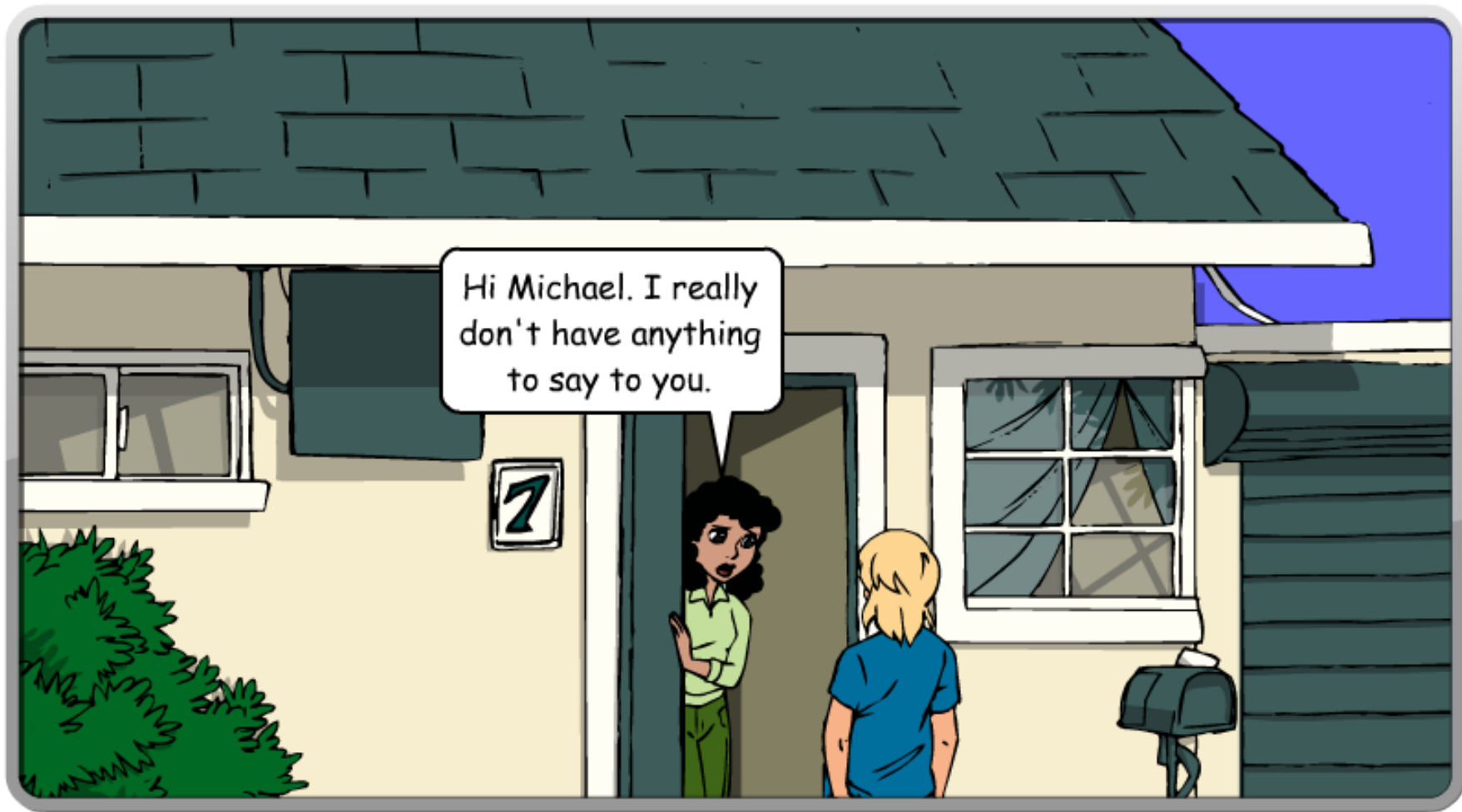


KNOCK!
KNOCK!










I just want to say
I'm really sorry
about last night.





A comic panel with two panels. The left panel shows a woman with dark curly hair and a green shirt looking out a window with her hand on the glass. The right panel shows a woman with blonde hair and a blue shirt. Both have speech bubbles.

Why do
you always
have to do
stupid
things?

I suppose I
get carried
away when I
have a few
drinks



At the time it seemed
like a good idea...



...that was until I threw up
in that older girl's lap...







To be continued....

