

Catalan early intervention approaches: best practical recommendation based on local experiences

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**Early intervention in Europe
FreD goes net and other innovative projects of prevention
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**Generalitat de Catalunya
Departament de Salut**

1. Institutional context

2. Drug use among young people aged 14-18.

3. Educational programs aimed to noticed-drug-users:

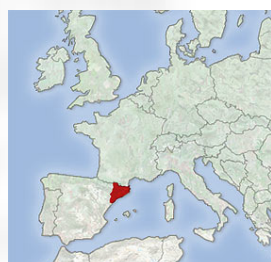
- Description
- Situation in Catalonia
- Legal aspects
- Aims and objectives
- Inclusion and exclusion criteria
- Coordination process
- Educative action
- Evaluation

4. Participatory process

- Objectives
- Assistants
- Methodology
- Progression

5. Next Steps

Institutional Context



THE CATALAN GOVERNMENT



HEALTH DEPARTMENT
OF THE CATALAN
GOVERNMENT



PUBLIC HEALTH



Program on Substance
Abuse

Government Plan

Health Plan

- Public Health Reform
- Public Health Law
- Public Health Agency

Master Plan for Mental
Health and addictions

- National Strategy for
Prevention: Drug use and
associated problems
- White Paper on drug
prevention

- Education Law
- Social Services Law
- Neighbourhood Act
- Law on family support
- National Youth Plan
- Table arrangements

Action plan on drug prevention:
Catalan Prevention Plan
2010-2016

European Strategy 2005-2012

Spanish National Strategy Plan on Drugs 2009-2016

Describing the Catalan approach

- Action plan on drug prevention: Catalan Prevention Plan 2010-2016

- ❑ 250 experts and stakeholders

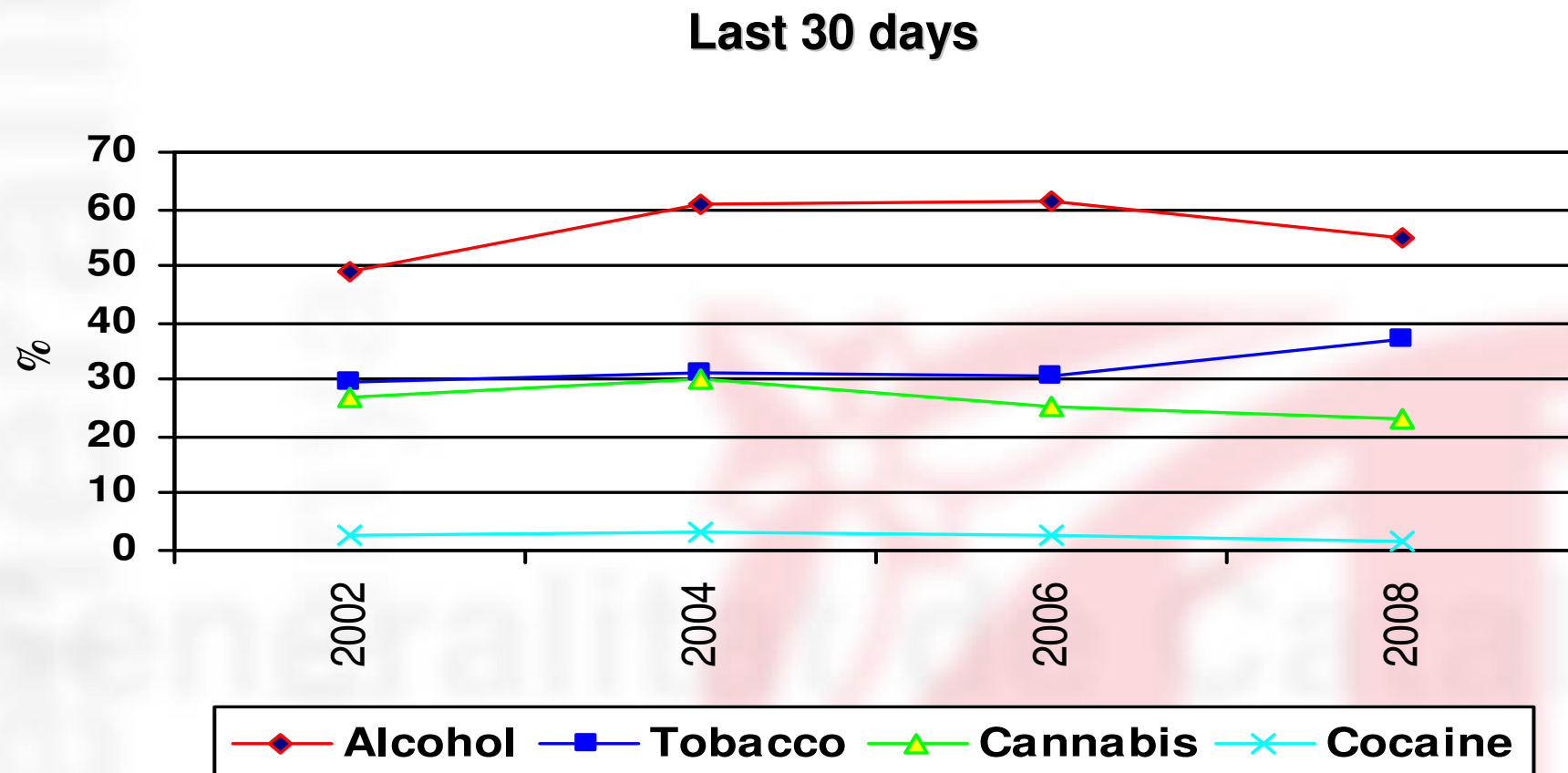
- ❑ Structured in following areas:

- ❑ Workplace
- ❑ Media
- ❑ Education
- ❑ Leisure
- ❑ Health
- ❑ Community
- ❑ Family



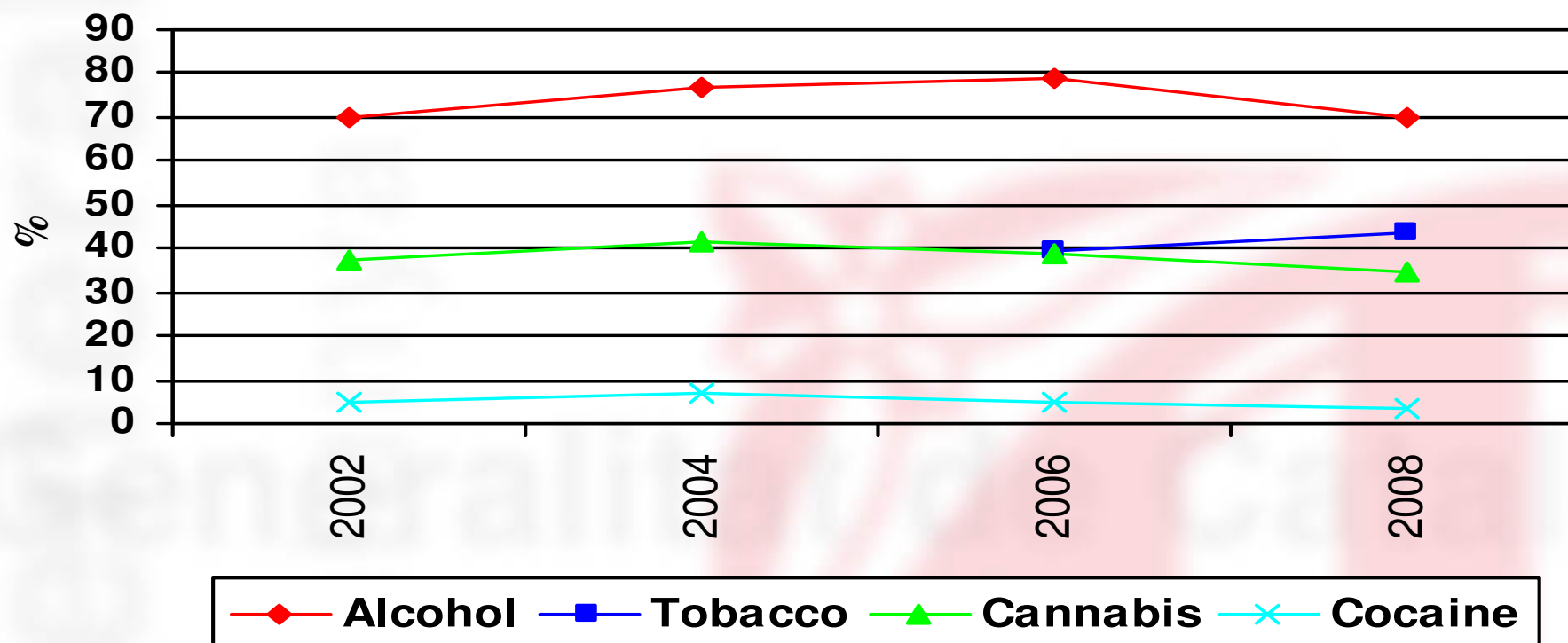
Drug use among young people aged 14-18

Consumption among young people aged 14-18



Consumption among young people aged 14-18

Last 12 months



2008 ESTUDES. "National youth survey at secondary schools"

Why intervene with adolescents?

- ❑ Adolescents are a popular target group for health education and promotion programmes because many health-risk behaviours are developed or are augmented during adolescence.
- ❑ Adolescence is a stage between infancy and adulthood where attitudes, values and lifestyle are consolidated.
- ❑ Alcohol and drug use mean age of onset is:

Psychoactive substance	2006	2008
Tobacco	13,1 years old	13'5 years old
Tobacco (daily consumption)	14,3 years old	14,4 years old
Alcohol	13,8 years old	13,9 years old
Alcohol (weekly consumption)	15,1 years old	15,1 years old
Cannabis	14,4 years old	14,5 years old
Ecstasy	15,6 years old	15,0 years old
Cocaine	15,4 years old	15,4 years old

2008 ESTUDES. "National youth survey at secondary schools"

First-time-noticed drug users Educative Programs

Description

The main purpose of these programs is to provide of an educational and preventive intervention to teenagers (14 to 17 years old) who have been reported for drug use or possession in public places. It is based as an alternative educational response to the administrative sanction in exchange for the suspension of economic sanctions.

This response has to be a global intervention, in order to reduce the risks associated with drug use.

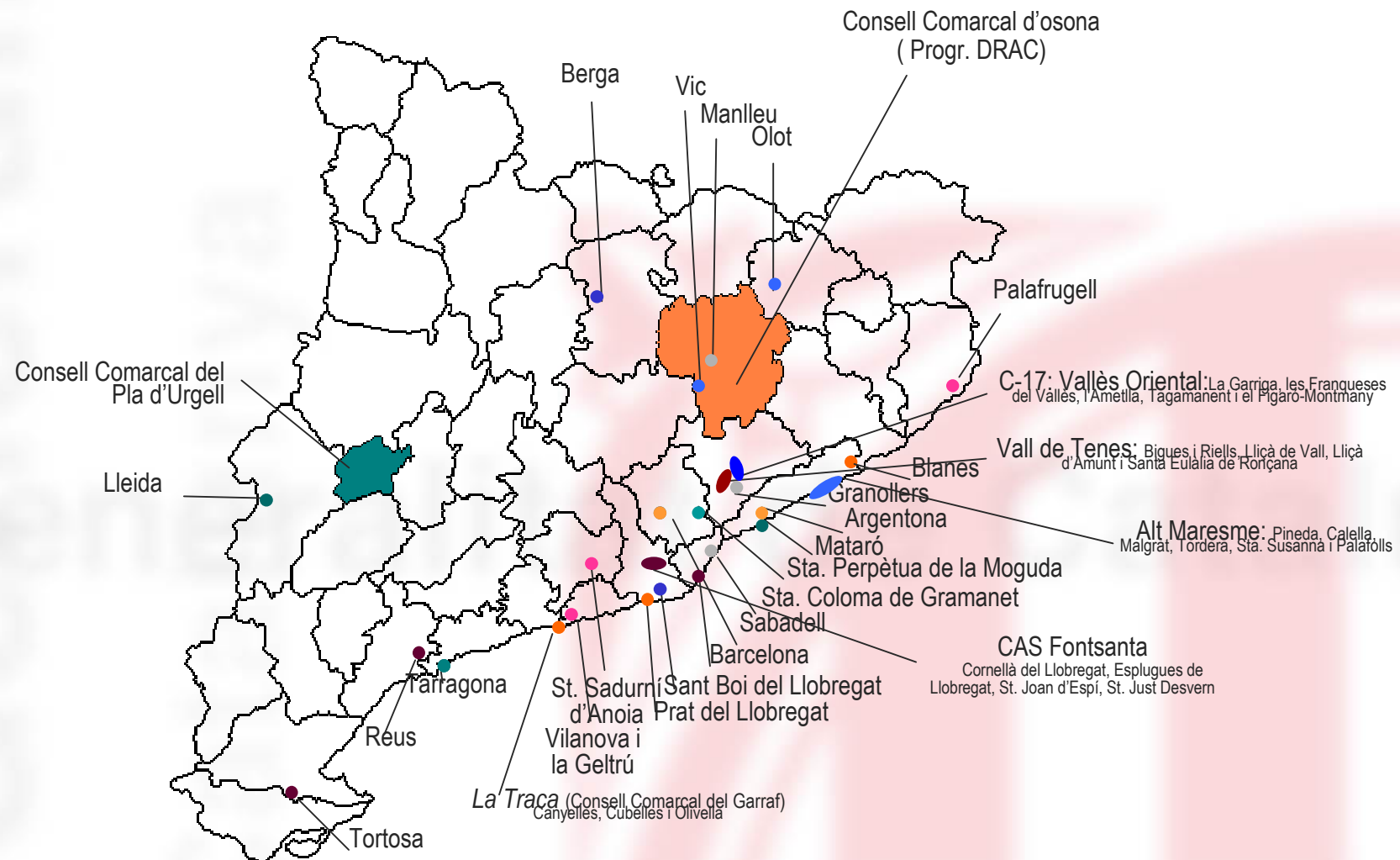
These program can also be considered as a strategy for early detection (to avoid or reduce risks associated with drug using).

Situation in Catalonia

- ❑ These programs are promoted, coordinated and evaluated from the local administration.
- ❑ There is no uniform distribution on the territory.
- ❑ The decision to implement these programs is from the local administration, but they all follow the lines and the strategy defined from the Catalan Government.
- ❑ The programs follow a common model of coordination and a circuit, but differ in some aspects.
- ❑ These programs require a performance protocol between the police and the socioeducative services.

Situation in Catalonia

- ❑ Currently in Catalonia there are around 30 programmes in operation.
- ❑ These programmes are a line of work in progress and growth.



The Programs

These educational programs are considered as selective and indicated prevention.

- They are effective as screening and referral programs to identify youth who may be at risk as regards the development of drug-related problems.
- These programs are based on a educative boarding or approach.
- They consider, as a key point, involve the family in the educational process, essential in working with young people.
- There must be protocols for coordinating the entire process: from the detection of drug use or possession by police in public places, until the end of the educational process as an alternative to the fine.

Legal Context

- Spanish Law 1/1992 of February 21st, concerning the protection of public safety.
- Spanish Law 5/2000, 12th January, concerning the responsibility of minors (under 18 years old).

General Objective

Ensuring that minors who have committed an administrative offense referred to the law 1/1992, February 21, article 25 concerning the protection of public safety, will be able to access to an educational measure to avoid or reduce risks associated with consumption.

Specific Objectives

- Detect risk situations and make appropriate referral, if necessary.
- Offer a guide in relation to the personal needs of the adolescent.
- Advise the family about the risks associated with drug use.
- Ensuring that the educational measure is met satisfactorily by the professionals
- Ensure optimal coordination between the different services involved.
- Ensure the quality of service.

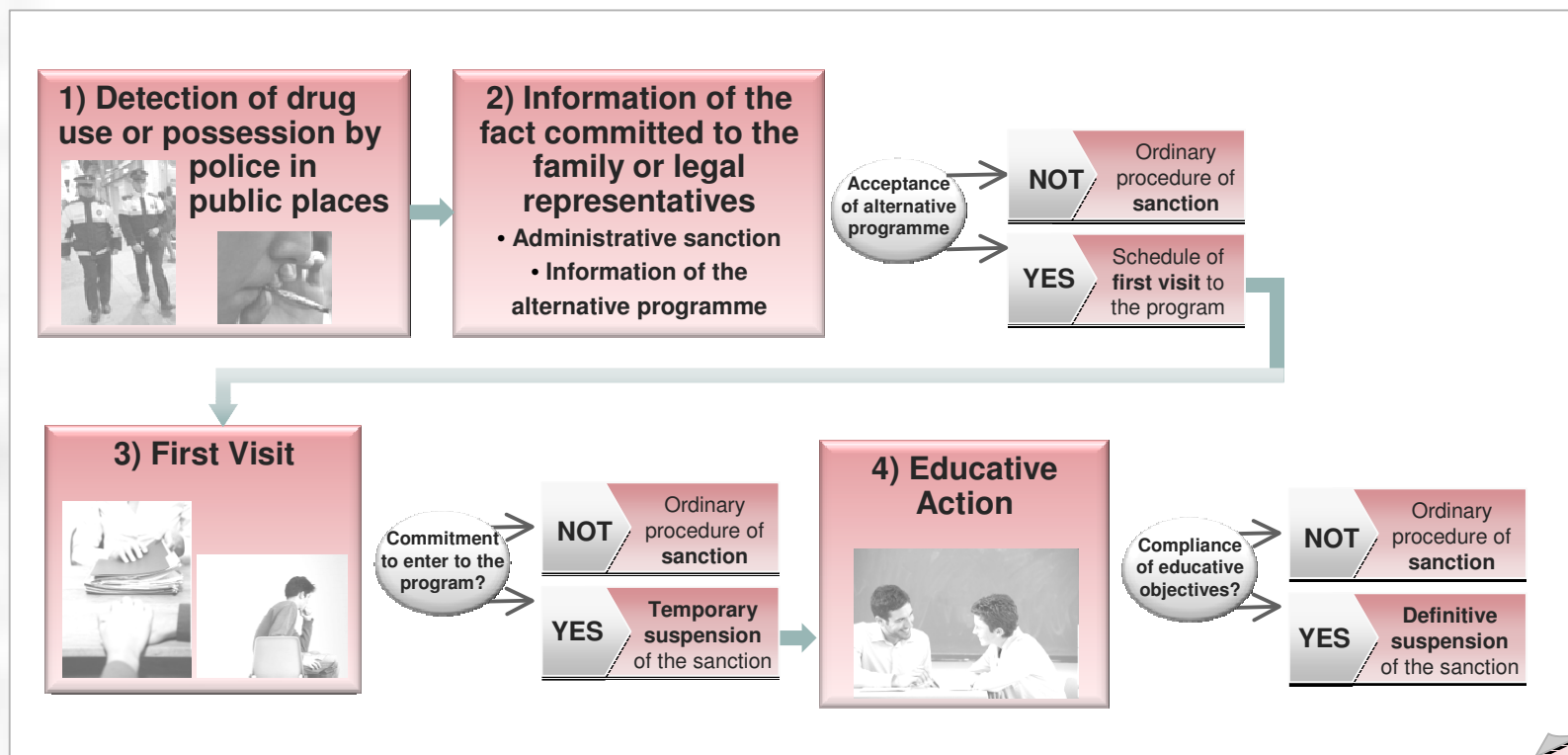
Inclusion and exclusion criteria

- Age
- Residence of the adolescent
- Repetitions of the offence

Circuit Procedure

- The keys of this procedure are:

ensure **coordination** between the agents, **control** the process at any time, the **collaboration** of different channels and the **transversality**.



Educative intervention

First Visit

- Provide **information** on the program, the type of educational intervention and its benefits.
- **Reassure** the adolescent such as his family.
- **Involve the family** to promote the adherence to the program and the commitment in future.
- **Signature of the commitment.** Request for the **temporary suspension** of the sanctions process.
- **Explore the risk and protection factors** of the adolescent to define and design an individualized plan of work for an educational intervention agree with the personal characteristics of the adolescent, as well as his/her family and social contexts.

Educative intervention

Exploration of risk and protection factors: 6 areas of interest



- 1. OCCUPATIONAL STATUS and / or STUDIES**
- 2. FAMILY SITUATION**
- 3. LEISURE TIME**
- 4. SOCIAL ISSUES**
- 5. DRUG USE**
(consumption experimental, sporadic or problematic)
- 6. PERSONALITY, PSYCHOLOGICAL, BEHAVIORAL ... FACTORS**

Educative intervention

Format and Methodology

- **3-5 individual sessions** with the adolescent / groups. Separate sessions with parents, if need.
- **Objectives** towards the **risk factors** in each case:
 - **Reduce risk factors** identified that may have caused the start to the drug and that could promote a problematic use.
 - **Working** the issues that may represent the maintenance or aggravation of drug use and associated problems.
 - **Strengthen** the personal, family or social **protective factors** to cope with risk situations.
- **Objectives** towards **consumption**:
 - Make that the adolescent take **awareness** of his/her own drug use and of the associated risks related with this behavior.
 - **Provide the tools and strategies** to acquire critical skills towards drug use and provide the necessary guidelines for a use less risky.
 - Provide **a reasoned and objective** information about drugs.

Educative intervention

Derivation

One of the objectives of the program is to do **screening** based on the level of drug use or other risk factors. It is important to coordinate with the resources offered by the Community network to be able to referral to another service, if required.

- *Disorder / mental illness*
- *Dependency / Addiction to drugs*
- *Needs social / psychosocial risk factors*

Evaluation

- Currently the different programs are being evaluated **individually**, no overall evaluation
- Criteria and indicators for individual program: Outcome evaluation and evaluation of the process.
- All programs aim to improve their evaluation methodology

Participatory Process

(January 2010- currently running)

Participatory Process

Objectives of the Process

- Create a best practical **recommendation guide** for the implementation of these programs.
- Develop a model of **coordination and collaboration**.
- Create a **discussion group** and a professional space for reflection.
- Improve the **evaluation methodology**. Unify criteria.
- Create a **register data** of the entire territory (not available to date)
- **Homologous** the currently existing programs.

Participatory Process

References

- Apart from the local experiences in our country, have been sought verified references as a model of good practice.



 Examples of evaluated practices: EDDRA

- In this sense the program ***FreD goes net*** represents a clear reference that endorses the suitability of such programs.

Participatory Process

Actors of the Participatory Process

- **Program on substance abuse of the Health Department:**
who defines the strategic lines and coordinate all the process.
- **Esportsalus Foundation:**
who manages the knowledge leads the participatory process, centralizing and coordinating information and taking care of the final draft of the Guide recommendations.
- **Multidisciplinary teams:**
professionals from the local administrations leaders from local programs (psychologist, social workers, educators,...), lawyers involved in the legal advice and representatives of police forces.

Participatory Process

The Multidisciplinary teams are organized in two workspaces:



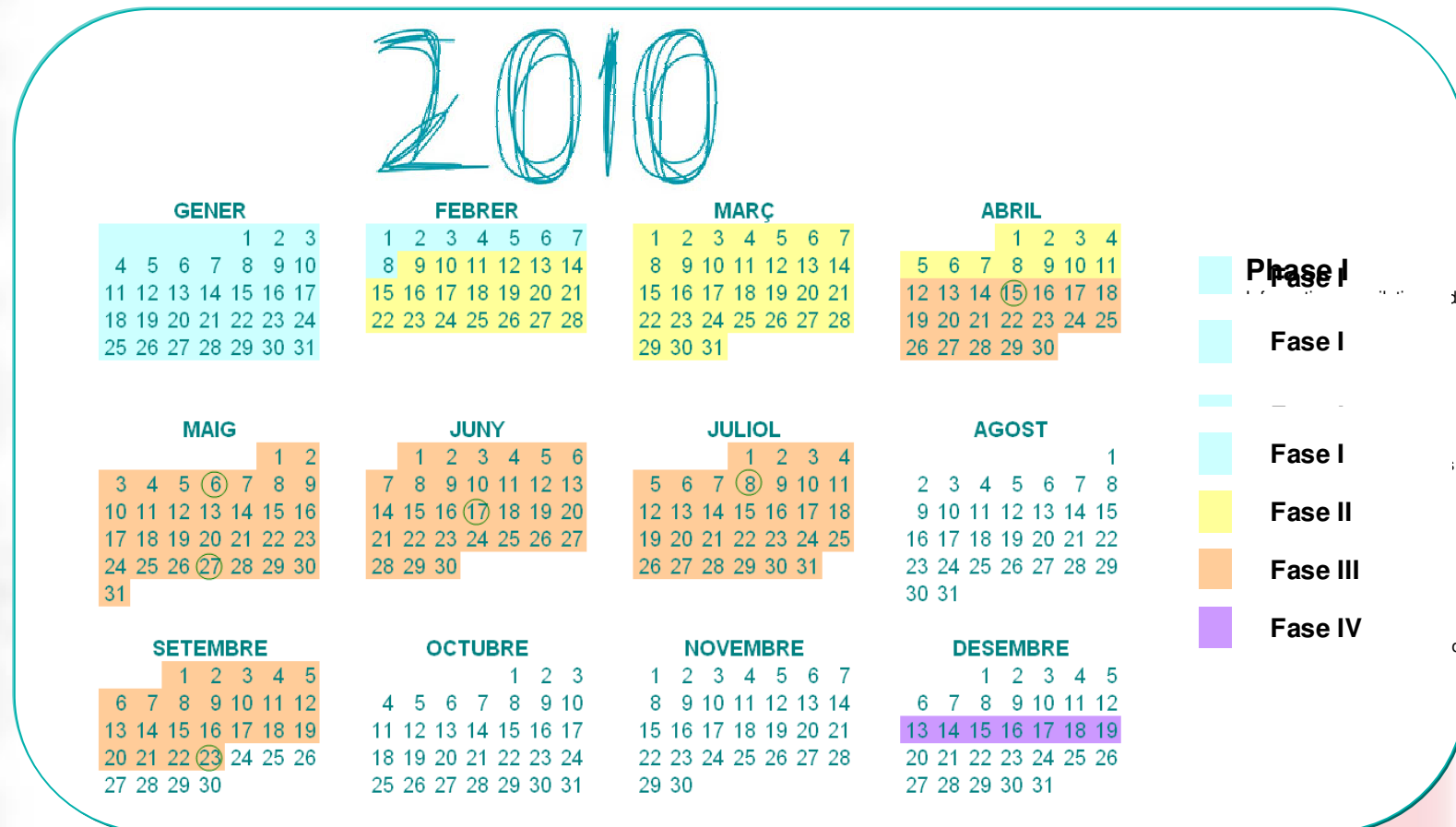
- Team of 15 people
- Six meetings and communication via e-mail
- **Members:** Representatives of reference from various stakeholders in the implementation of these programs.
- **Mission:** To participate actively in achieving the overall objectives of the process and of each meeting, contributing their knowledge and experience in the implementation of these programs.



- Group of unlimited participants
- Participation via email
- **Members:** Other technicians and professionals working in the context of drug prevention wishing to participate.
- **Mission:** providing suggestions, assessments, considerations, recommendations and comments ...

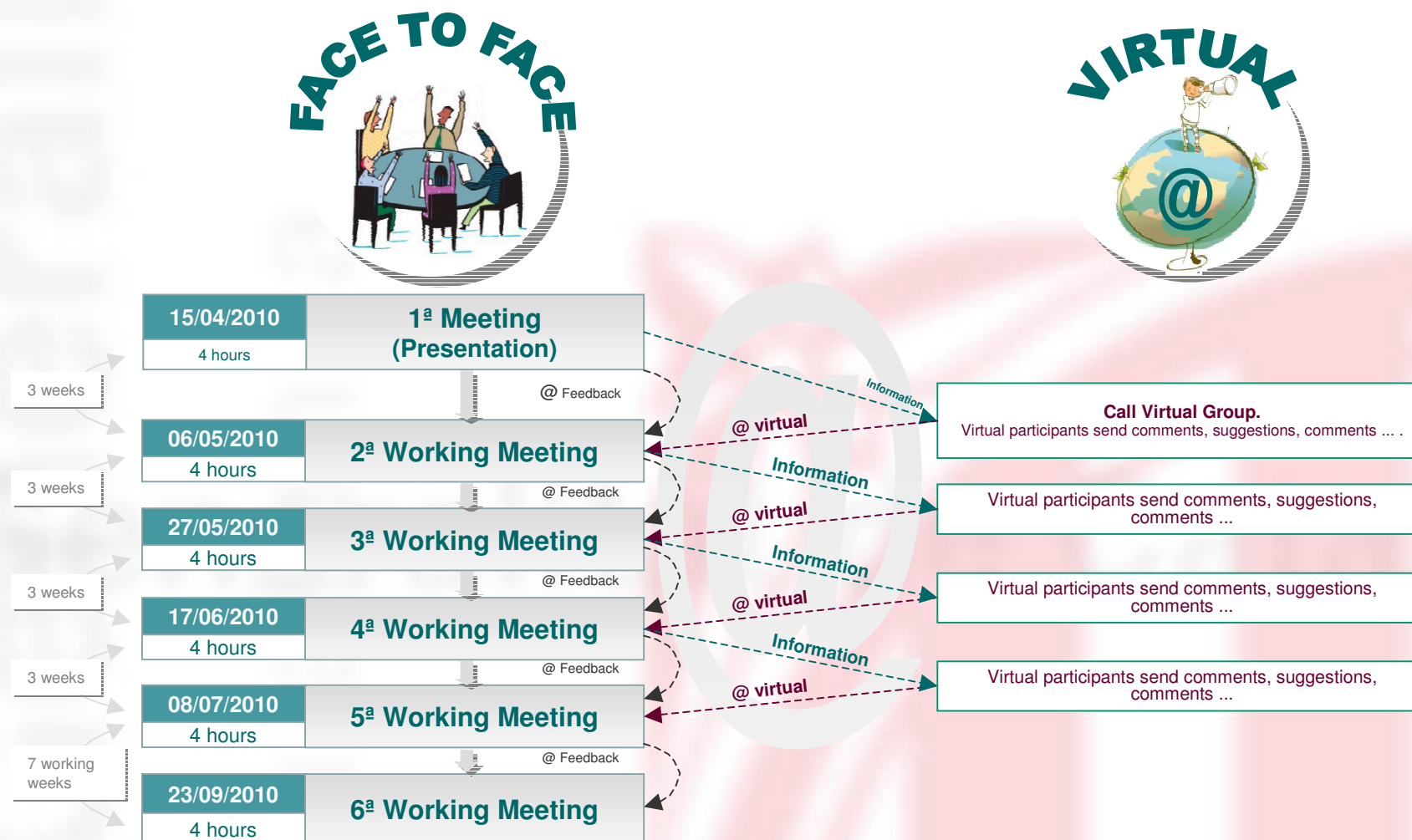
Participatory Process

Timing of the Participatory Process



Participatory Process

Calendar and Structure



Next Steps

Next steps

- Finish the Guide of Recommendations and obtain a reference document to promote the implementation of these programs, and unify criteria as a paradigm of quality.
- Perform self-evaluation of the participatory process: conclusions.
- Provide a rigorous methodology for the evaluation of the programs, not only to be applied in new programs but also in those currently working: evaluation of the territory.