



The factors associated with the implementation quality of the universal drug use prevention program Unplugged

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International Conference on Drug Prevention, Treatment and Care: Inspiration & Direction 2019

UNPLUGGED

Universal drug use prevention program

(www.eudap.net)

- ✓ Target group: 12-14 year old schoolchildren
- ✓ School-based prevention
- ✓ Aim: to reduce the number of adolescents beginning to use addictive substances, to delay first contact with drugs, delaying the transition from experimentation to regular use

- ✓ Program implementation at 12 Slovak elementary schools in the school year 2017/2018

Monitoring of the implementation quality:

1. Fulfilment of the program objectives
2. Compliance with the program conditions
3. Program implementation in accordance with the manual

Table 1 Differences in the implementation quality regarding previous experience with preventive activities and Unplugged (N=19)

Variable	Previous experience with preventive activities			Previous experience with Unplugged		
	Mean Rank		U-test	Mean Rank		U-test
	Yes	No		Yes	No	
Fulfilment of the program objectives	12.14	8.75	27.00	11.50	9.31	30.00
Compliance with the conditions	9.79	10.13	40.50	12.92	8.65	21.50
Compliance with the manual	13.57	7.92	17.00*	11.75	9.19	28.50

*p ≤ 0,05

MAIN RESULTS

- Program implementation in accordance with the manual is higher among teachers who have had previous experience with the implementation of preventive activities (Table 1).
- Teacher's self-efficacy and teacher's beliefs in the program effectiveness are related to the implementation quality indicators (Table 2). Interestingly, the teacher's self-efficacy is related to the achievement of the program objectives and compliance with the conditions when the teacher had previous experience with the program. If the teacher did not have this experience, her self-efficacy is related to the implementation of the program in accordance with the manual (Table 3).
- Perceived attitudes of colleagues are related to two indicators of implementation quality. However, the perceived attitude of the target group is related only to compliance with the program conditions. Also perceived attitude of school management is related only to the fulfilment of program objectives (Table 2).

CONCLUSION

Teachers play a key role in implementing prevention programs and therefore their competences can be a decisive factor in implementation quality. A teacher's beliefs in the ability to implement the program, to work with the group as well as their beliefs in program effectiveness are related to implementation quality. The teachers who are already experienced in implementing prevention in practice at school confirm the importance of school policy.

Acknowledgements

This work was supported by the Slovak Research and Development Agency under the contract No.APVV-0253-11 and APVV-15-0662 and grant KEGA 016UPJŠ-4/2017.

No conflict of interest



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AIMS

1. To explore the differences in implementation quality with regard to the teacher's previous experience with preventive activities and with the Unplugged program.
2. To find out whether the implementation quality is related to: teacher's self-efficacy; teacher's belief in the effectiveness of the program; perceived attitude of key persons towards the program.

RESEARCH SAMPLE

- ✓ 19 teachers (all women; mean age: 41.9 years)
- ✓ 7 teachers (36.8%) had previous experience with preventive activities and 6 teachers (31.6%) with Unplugged

MEASURES

- ✓ Fulfilment of the program objectives (23 items; $\alpha=0.932$) 5-point scale responses; 1=failed to fulfil at all, 5 =managed to fully fulfil.
- ✓ Compliance with the program conditions (16 items; $\alpha=0.812$) 5-point scale responses; 1=failed to fulfil at all, 5 =managed to fully fulfil
- ✓ Program implementation in accordance with the manual 5-point scale responses; 1=not at all, 5=absolutely yes
- ✓ Teacher's self-efficacy (3 items; $\alpha=0.784$) Teacher's ability to implement the program; the ability to explain the topics; the ability to perform group activities. 5-point scale responses; 1= inadequate, 5=sufficient.
- ✓ Teacher's belief in the program effectiveness (3 items; $\alpha=0.851$) If Unplugged is effective at preventing smoking, alcohol use and use of illegal drugs. 5-point scale responses; 1= totally disagree, 5=totally agree
- ✓ Perceived attitude of school management
- ✓ Perceived attitude of other colleagues at school
- ✓ Perceived attitude of target group (schoolchildren who have attended the program)
- ✓ Perceived attitude of parents (parents of schoolchildren who have attended the program) All these four items of perceived attitude were rated on a 5-point scale, 1= negative, 5 =positive

DATA ANALYSIS

- ✓ Mann-Whitney U test and Spearman correlation coefficient

Table 2 Relationships between explored variables (N=19)

	Objectives	Conditions	Manual	Self-efficacy	Beliefs	School	Colleagues	Target group	Parents
Objectives	1.00								
Conditions	0.488*	1.00							
Manual	0.145	-0.115	1.00						
Self-efficacy	0.765**	0.479**	0.468**	1.00					
Beliefs	0.725**	0.034	-0.055	0.208	1.00				
School	0.555*	0.213	-0.470	0.145	0.719**	1.00			
Colleagues	0.499*	0.517*	-0.374	0.103	0.455	0.709**	1.00		
Target group	0.399	0.590**	0.116	0.420	-0.028	-0.101	0.332	1.00	
Parents	-0.192	0.005	0.039	-0.263	-0.061	0.000	0.269	-0.185	1.00

*p ≤ 0,05; ** p ≤ 0,01

Table 3 Relationships between explored variables. Above the diagonal are the relationships between variables for teachers who have previous experience with preventive activities implementation (N = 7) and under the diagonal for teachers without previous experience with preventive activities implementation (N=12)

	Objectives	Conditions	Manual	Self-efficacy	Beliefs	School	Colleagues	Target group	Parents
Objectives	1.00	0.739	-0.798*	0.810*	0.468	0.798*	0.801*	0.204	-0.255
Conditions	0.418	1.00	-0.632	0.661*	-0.218	0.316	0.866*	0.753	0.000
Manual	0.231	0.336	1.00	-0.418	-0.161	-0.400	-0.730	-0.163	0.000
Self-efficacy	0.476	0.552	0.642*	1.00	0.385	0.837*	0.764*	0.389	-0.396
Beliefs	0.809*	0.189	-0.064	-0.082	1.00	0.805*	0.000	-0.644	-0.400
School	0.455	0.189	0.130	-0.199	0.658*	1.00	0.548	-0.067	-0.331
Colleagues	0.670*	0.204	0.000	0.035	0.746**	0.810**	1.00	0.519	0.151
Target group	0.771*	0.376	0.448	0.666*	0.477	-0.073	0.192	1.00	-0.067
Parents	-0.108	-0.062	0.153	-0.198	0.115	0.169	0.334	-0.262	1.00

*p ≤ 0,05; ** p ≤ 0,01