

RAQUEL TURCI PEDROSO

Recomendations of adjustments to the Brazilian context of the Unplugged prevention program

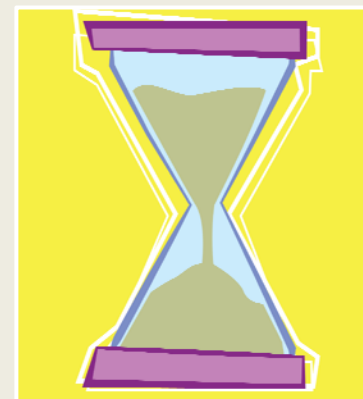
Initial datas from thesis in process for PHD
qualification on Public Health at Brasília
University

Advisor: EDGAR MERCHAN HAMANN

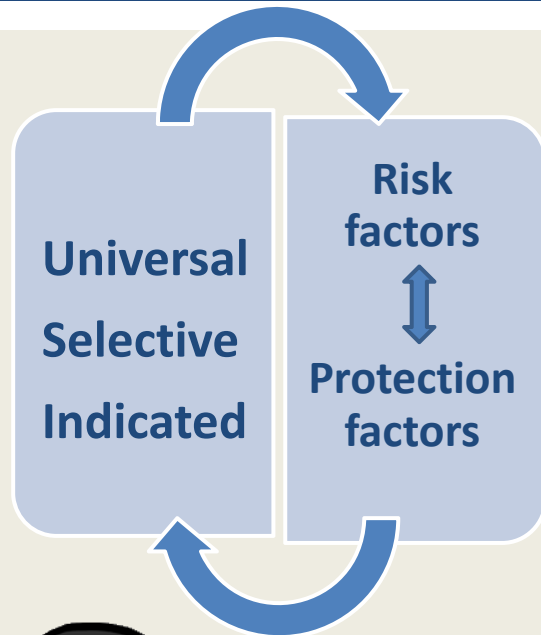


BRAZILIAN EVIDENCED-BASED

- A systematic review of Brazilian evidenced-based drug abuse prevention programmes have not found any intervention to be ready for large-scale dissemination.



THEORETICAL MODEL



Interventions should consider the subjects and their propensities, family background, social and environmental context and the complex interaction between them.

(Bronfenbrenner, 1986)

DATA

Among students from 6th to 9th grade of elementary school and the 1st to 3rd year of high school in 26 capitals and the Federal District:

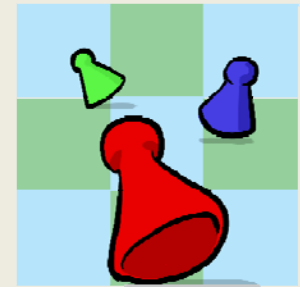
- 42.4% had used alcohol in the past year.

National School Health survey of teenagers in 9th grade Elementary School Public Schools:

- prevalence of 71.4% for alcohol experimentation; and
- 27.3% for regular consumption of alcohol.

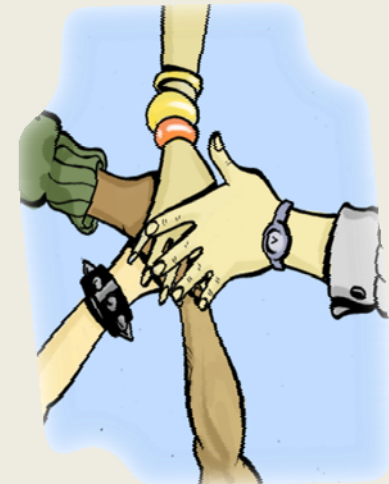
Teens who consume alcohol before 12 years of age, compared to those who do not, have a higher tendency:

- For drinking alcohol in a binge pattern (consuming five drinks or more of alcohol for men and four or more drinks for women on a single occasion);
- To have heavy consumption patterns of alcohol (consumption of more than nineteen 19 days per month); and
- To make use of illicit drugs.



CONTEXT

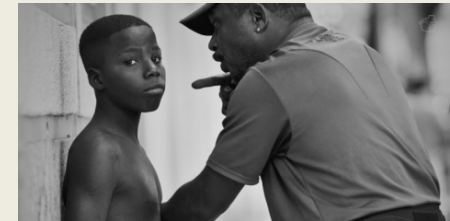
- The National Coordination for Mental Health, Alcohol and Other Drugs (Ministry of Health) in partnership with the United Nations Office on Drugs and Crime (UNODC) sought international evidenced-based interventions.



PREVENTION IN BRAZIL: AN INVITE TO THINK DIFFERENTLY

In Brazil, preventive actions are:

- marked by occasional lectures with information about drugs and police programs in schools inspired by DARE
- dominated by a model "war on drugs"
- non evidence based



(BUCHER, 1992; CARLINI-COTRIM, 1998; CANOLETTI; SOARES, 2005; FAGGIANO, 2010; SODELLI, 2010; SCHNEIDER, 2010; SCHNEIDER; LIMA, 2011; FERREIRA et al., 2010; BÜCHELE; COELHO, LINDNER, 2009).

PREVENTION IN BRAZIL: AN INVITE TO THINK DIFFERENTLY



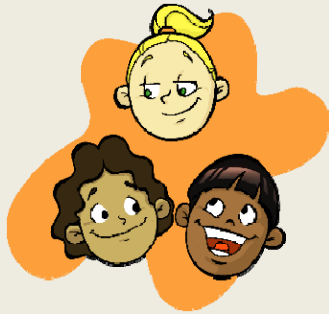
- In the **health** sector, from biomedical to interactions between risk factors and protective factors.
- In the **education** sector, from a mechanistic and deterministic model (transmission of knowledge) to the teacher being a moderator of feelings and emotions

OBJECTIVE

To recommend cultural adaptation to the Brazilian context of the school prevention program of alcohol and other drugs - "Unplugged" #Tamojunto (2013) – by means of a pilot implementation

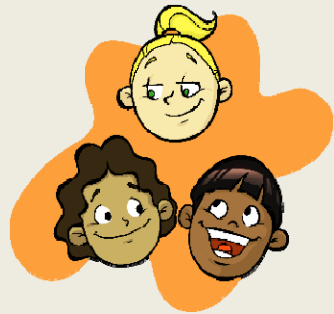


METHOD



- 1 Based on Constructivist Grounded Theory (CHARMAZ, 2009) inspired by “Grounded Theory” (GLASER e STRAUSS, 1967; STRAUSS e CORBIN, 2008).
- 2 The study follows an inductive criterion of textual analysis of descriptive materials about the pilot implementation process of the “Unplugged” #Tamojunto in Brazil (2013) and textual analysis of national institutional reporting

METHOD

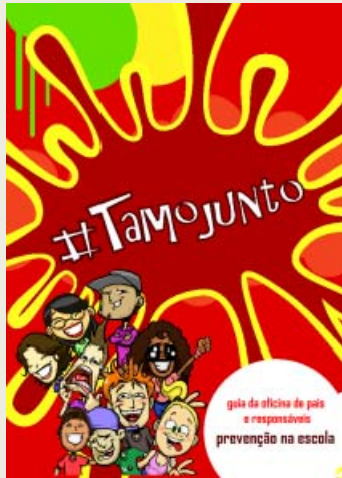


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Data source:

- Cartographic Diaries from program multipliers (144 diaries, about implementation in 8 schools). Their content was a descriptive survey of the activities carried out in the schools, a description of activities, challenges and achievements of program implementation;
- Research Report of the University - UNIFESP and UFSC (Study quasi-experimental and experimental study); and
- Institutional reports (national).

UNPLUGGED PROGRAM



- ❖ 12 classes held by the teacher and three Family Workshops held by health and education professionals;
- ❖ Life skills, normative beliefs and information & critical knowledge; and
- ❖ Interactive, role activities that integrate lifestyle choices of teenagers and their beliefs.

CULTURAL ADAPTATION

Collective system of values, beliefs, expectations, and norms, including traditions and customs, as well as sharing established social networks and standards of conduct that define them as a cultural group



CULTURAL ADAPTATIONS

1 - Are cultural adaptations developed from original Unplugged justifiable?

Yes:

- a) In the Brazilian experience the objective is to transform Unplugged in a public policy, to be offered to public schools all over the country.
- a) We have differences in normative beliefs and in prevalence of youth drug use, specially for tobacco.



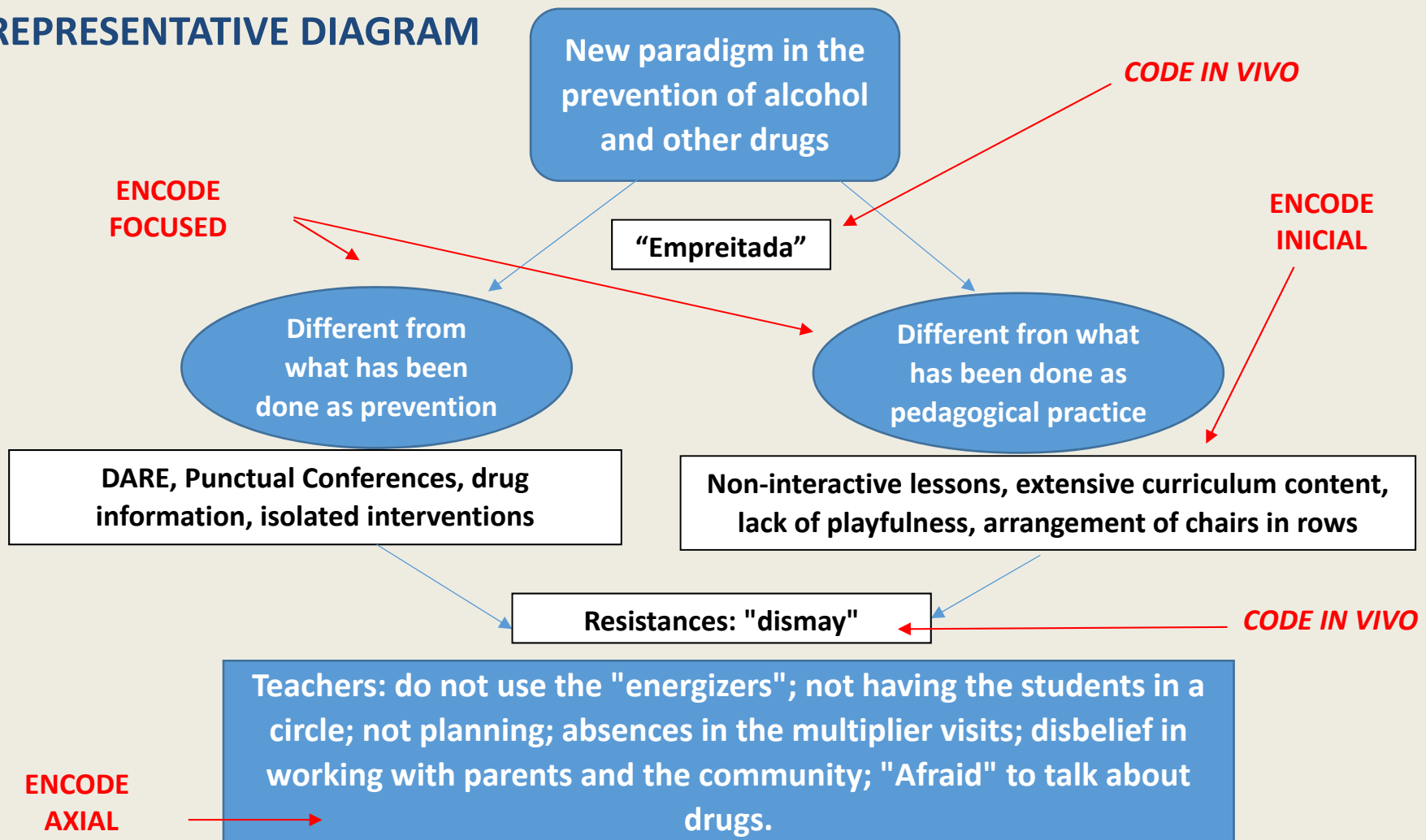
CULTURAL ADAPTATIONS

Procedures that maintain fidelity to the core elements of EBIs while also adding certain cultural content to the intervention and/or its methods of engagement.



RESULTS

REPRESENTATIVE DIAGRAM



RESULTS: recommendations for adjustments



1. Theoretical and structural foundations of the program

- Include a moment of institutional presentation – adoption.
- Teacher monitoring process: supervision meeting.
- Program must be incorporated into the school curriculum.

RESULTS: recommendations for adjustments



2. Technical Program

- Participation of teachers, coordinators or directors of schools and health professionals on training.
- Include in the two-day training a discussions about the schedule of activities under the program
- The monitoring process: planning and evaluation
- Follow the changes in the material suggested by the teachers with the exception of those that modify the core elements.

RESULTS: recommendations for adjustments



3. Implementation structure of the program components

- To map the prevention background
- Rethink the invitation for Parent Workshop
- Instruments that monitor quality and fidelity
- The program should be implemented during all the year
- Encourage exchanges between teachers.

RESULTS: recommendations of adjustments



4. To whom this program is intended, including age

- Follow the age recommendations indicated by the Research, 13-14 years.
- Fit the target age according to local prevalence of use of surveys.
- The program does seem appropriate to groups with a history of violence and indiscipline
- Teachers of these classes (Indiscipline) need more support

RESULTS: recommendations for adjustments



5. Multiplier function for sustainability and program maintenance

- Create sustainable arrangements for the maintenance of the multiplier
- Maintain, among multiplier tasks, responsibility for ongoing mapping adequacy requirements of the project to different contexts.

RESULTS: recommendations for adjustments



6. CATEGORY: The local, micro and macro managements (directors, coordinators, managers of municipal and state) and the sustainability

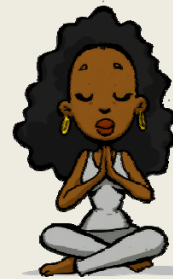
- **Expand the relationship with the managements of Municipal and State Departments of Health and Education**
- **Including local managers in strategic decision-making levels**

CONCLUSION

**The prevention must produce
autonomy, thinking implementers,
capable of mediating the
technique with reality in a
permanent process of negotiation.**



THANKS



raquel.turci@gmail.com

