



# The Art of Healing

A new era in substance use prevention,  
harm reduction, treatment and recovery support

24-28 June 2024  
Thessaloniki, Greece



## Youth's as Active Agents in Prevention: Training Experience with Undergraduate Students

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<http://gifes.uib.eu>

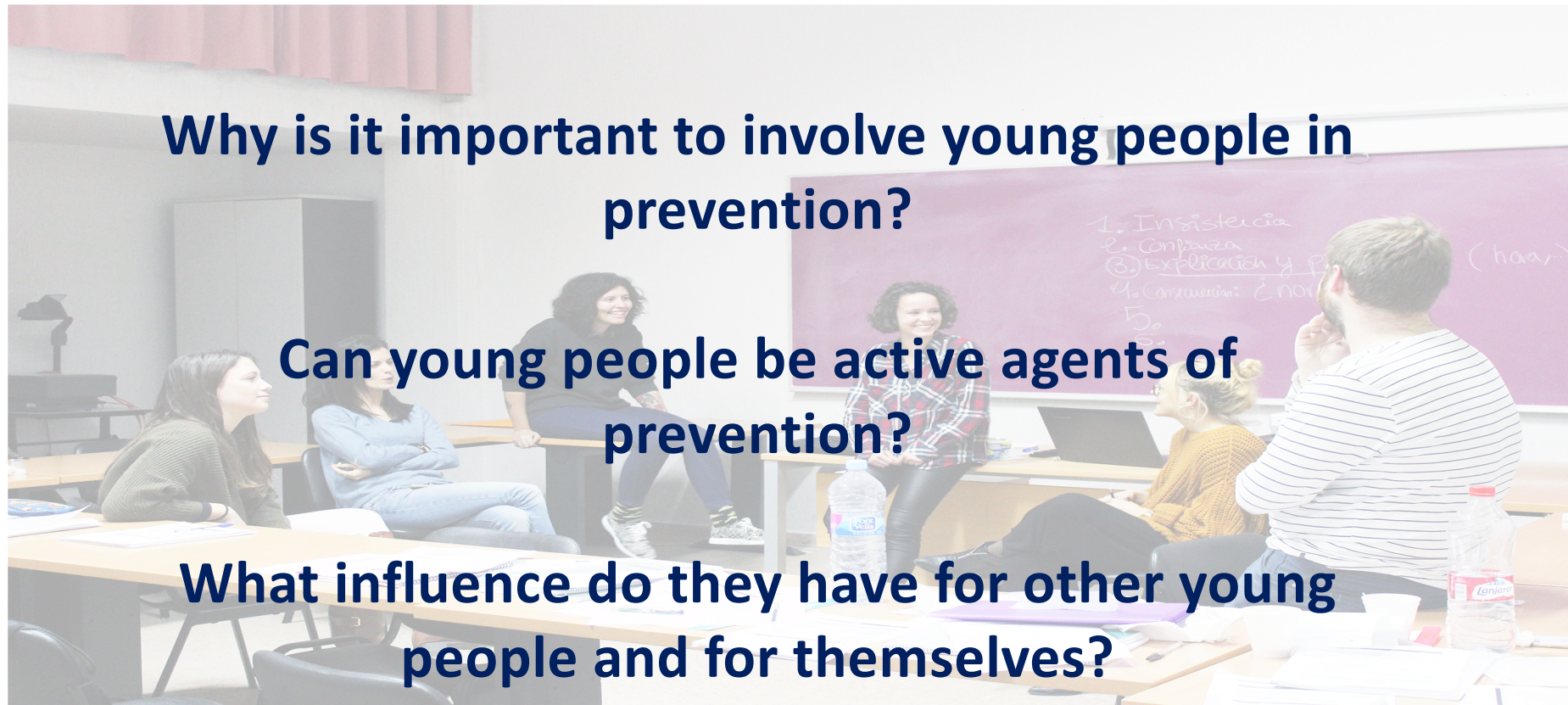
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# THEORETICAL FRAMEWORK



**Why is it important to involve young people in prevention?**

**Can young people be active agents of prevention?**

**What influence do they have for other young people and for themselves?**

# THEORETICAL FRAMEWORK

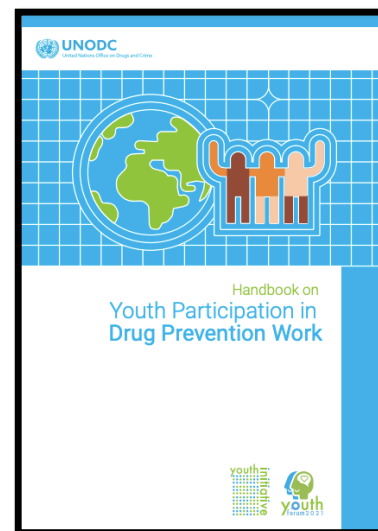
## Drug prevention in young people



AGENDA  
**2030**

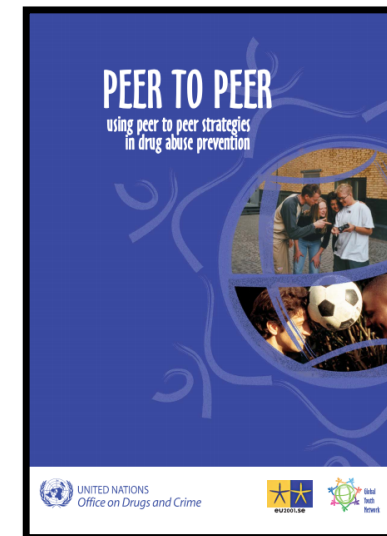
### 3.5 DRUGS & ALCOHOL

Strengthen the prevention and treatment of addictive substance abuse, including narcotic drug abuse and harmful use of alcohol.



### YOUTH INITIATIVE - YOUTH FORUM

Importance of involving young people in prevention strategies



# THEORETICAL FRAMEWORK

## *“Positive Youth Development”*

Youth empowerment strategies (Soler et al., 2019)

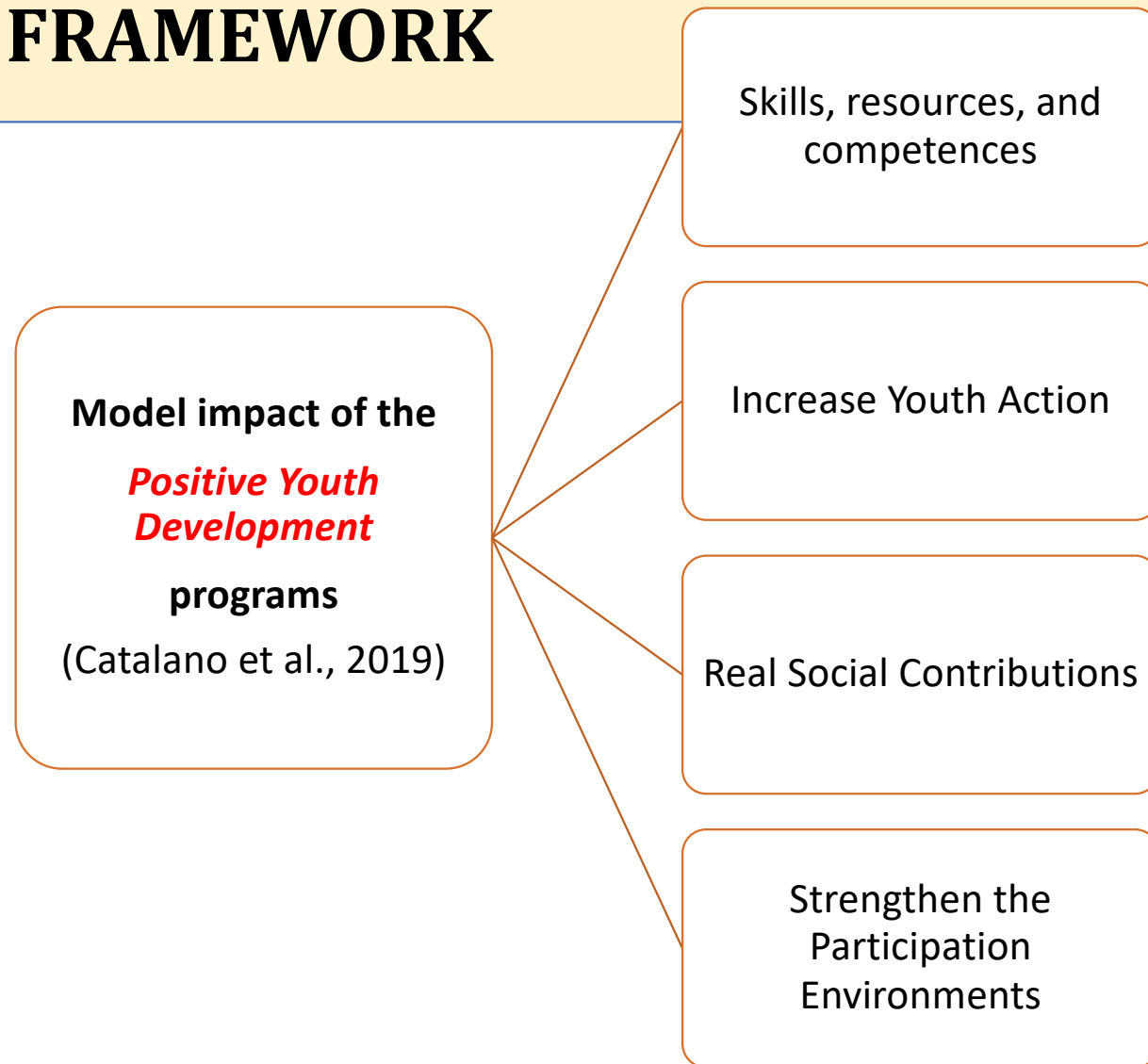
Prevent drug use by following a positive work approach based on the development of skills and strengths, rather than risks (Melendez-Torres et al., 2016)

Emphasis on opportunities to participate in personal growth experiences that promote a healthy transition to adulthood (Catalano et al., 2019)

Youth involved in prevention can effectively convey and reinforce prevention messages among members of their age group (MacArthur et al., 2016).

The inclusion of young educators in drug prevention initiatives has positive effects on these educators (Toumbourou, 2016), while also helping other young people to identify with them (MacArthur et al, 2015).

# THEORETICAL FRAMEWORK



# TRAINING PROJECT

## Project “Young people as active agents of prevention”



Grupo de Investigación y Formación  
Educativa y Social (GIFES/UIB)

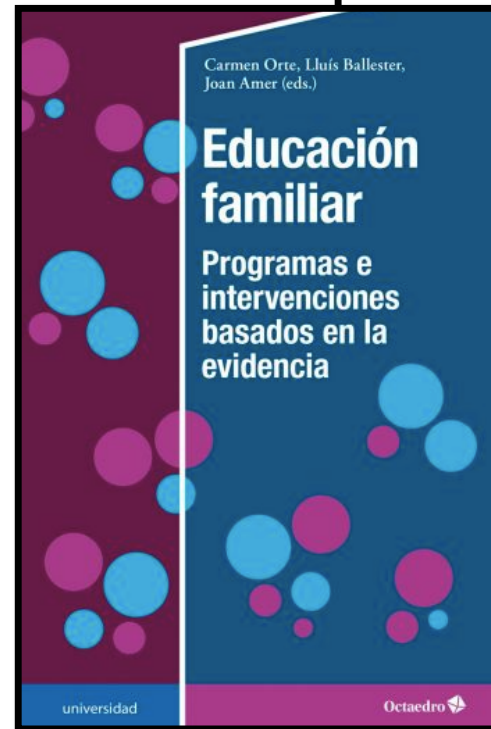


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Programa de Competencia Familiar 12-16



La implicación de los jóvenes  
como agentes activos en  
prevención: un proyecto sobre  
*youth positive development*

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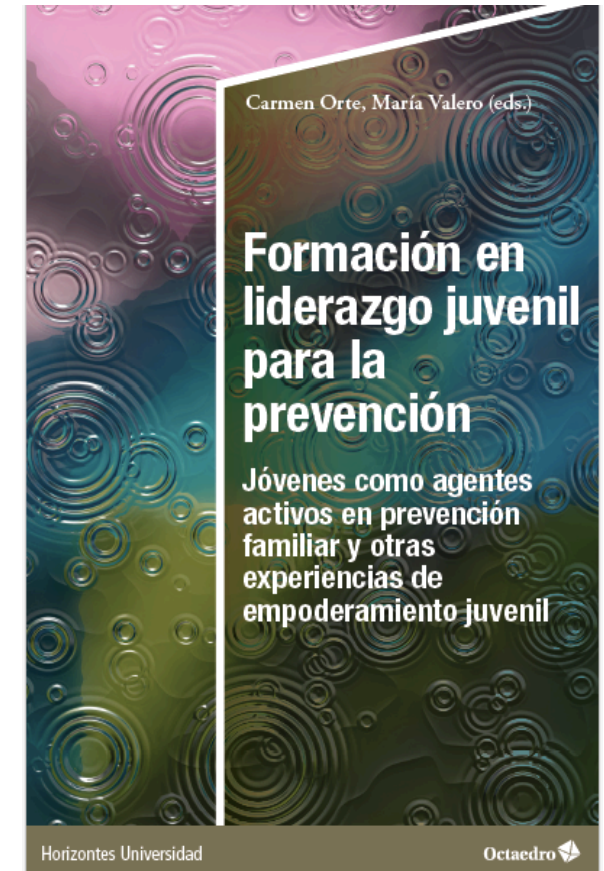
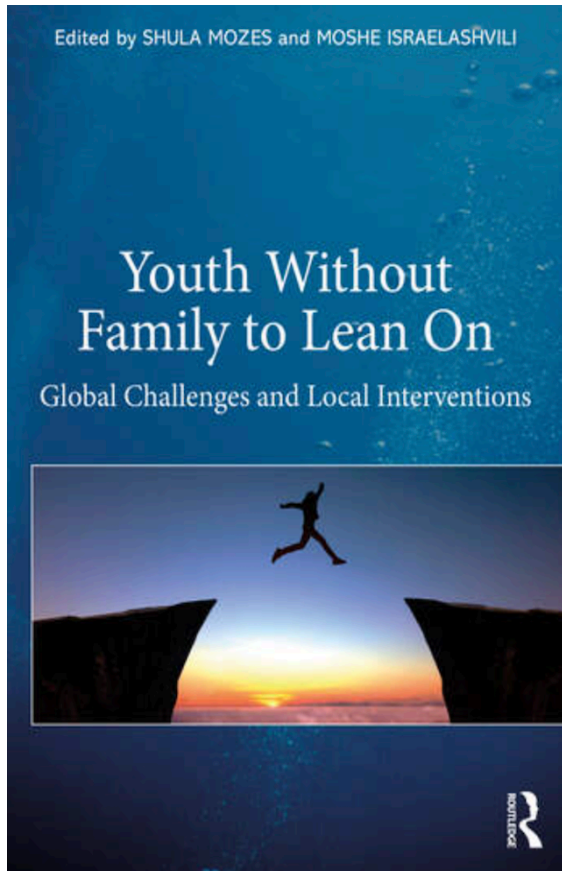


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# TRAINING PROJECT



## The aim of this study was to:

Develop a training protocol for university students, about family-based prevention programs, in two different training modalities:

- face-to-face training
- online training

Evaluate the outcomes of the competence profiles, substance use, social network and technology use, leadership styles, etc





# TRAINING PROTOCOL

This is a **training protocol** intended for **young students of the Social Education** degree and consists of providing **specific training in an evidence-based socio-educational family prevention program** for adolescents between 12 and 16 years old and their parents.

**The main objective of the training** is to **provide skills and strategies to young students to empower them** and **promote the acquisition of an active role in prevention activities** with other young people.

The **training experience consists of seven structured sessions (3 theoretical sessions and 4 practical sessions)** lasting **approximately 25 hours**. The contents have been designed in **two different learning modalities, in-person and online**.



**Phase 1 - Theoretical  
Contents**  
3 sessions (6 hours)

1. Programme presentation
2. Objectives
3. Family profiles and selection strategies
4. Motivational interviewing
5. Structure and format
6. Sesión methodology
7. Organization and implementation
8. Aspects of functioning and dynamics
9. Evaluation
10. Behavior modification techniques

**Phase 2 – Practices and  
role-playing**  
4 sessions (8 hours)

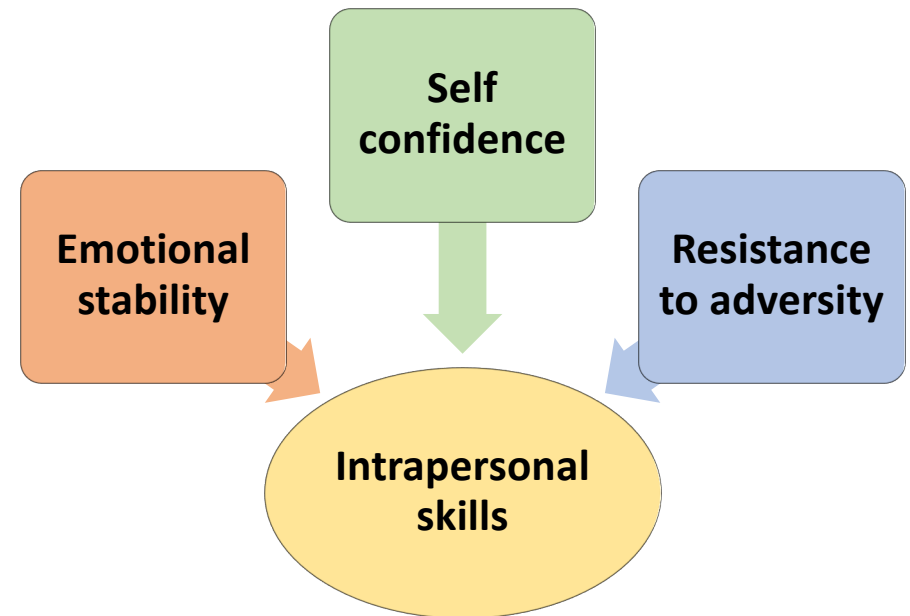
1. Group representations
2. Autofeedback
3. Teacher' and peer feedback



# SUBSTANCE USE AND INTRAPERSONAL VARIABLES

**Intrapersonal skills are considered moderating variables of social risk for the use of alcohol and other drugs in young people** (Botvin et al., 1998; Defoe et al., 2016). Likewise, **work on these variables is considered a key component in Positive Youth Development (PYD) projects with the aim of promoting community participation of young people** (Catalano et al., 2019; Opara et al., 2020; Turpin and Shier, 2017).

According to it, we wanted to analyse the **differences between young student drug users and non-drug users in different intrapersonal variables, evaluated before and after receiving training with the protocol that we have discussed.**



# METHOD

- **Sample:** 66 social education degree students (M= 21.83 years), with a quasi-experimental design with pre- and post-test measurements.
- **Main instrument used:** Competea (Arribas & Pereña, 2015).

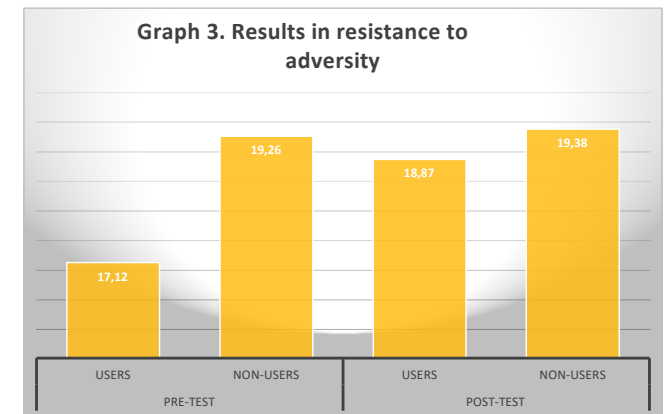
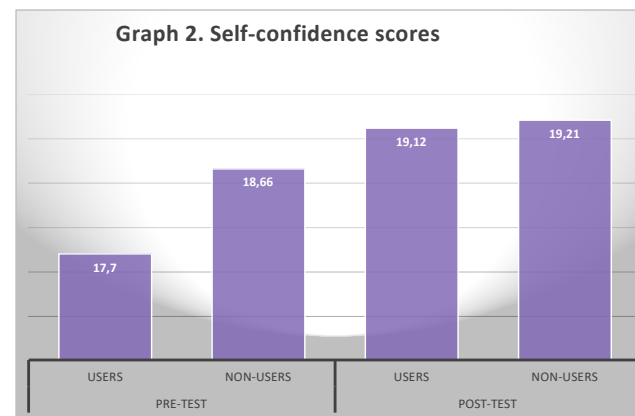
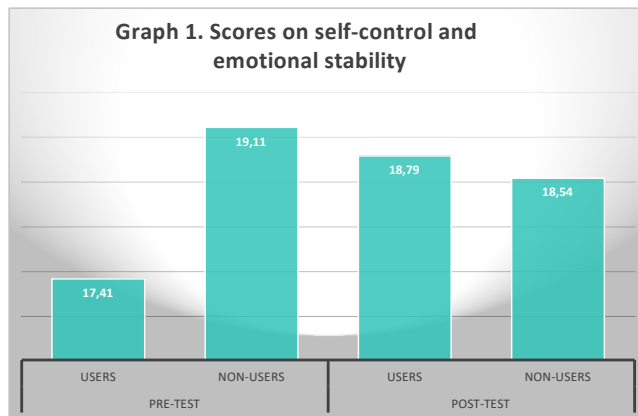
For this analysis, only measures of the intrapersonal skills dimension were considered.

To evaluate consumption, questions were asked about the use and frequency of alcohol and tobacco consumption.

To analyze the differences between young consumers and non-consumers, in the intrapersonal variables, the Student t test of related measures was used to compare the pre and post measures.

# RESULTS

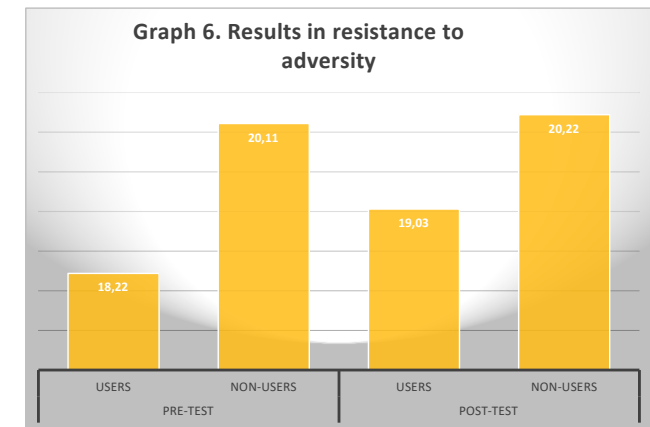
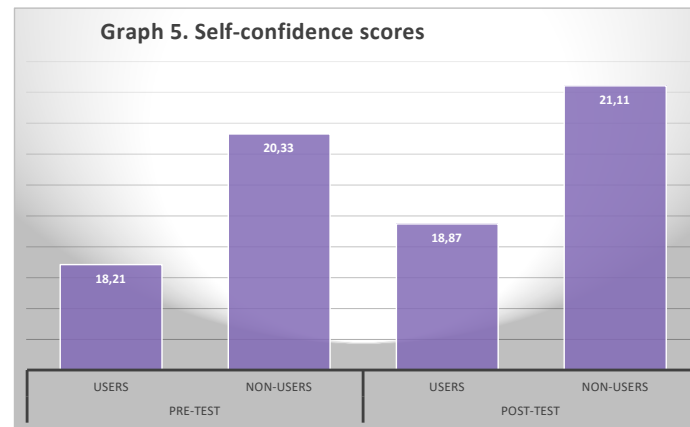
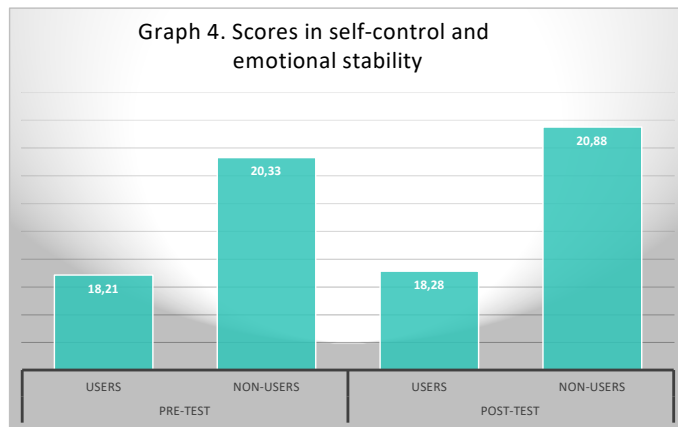
- Comparison of independent groups, differences between the group of tobacco users and non-users



Statistically significant differences were found between tobacco users and non-tobacco users in self-control and emotional stability in the pre-test,  $t(23)=2.19$ ,  $p=.032$  (graph 1), and in resistance to adversity in the pre-test. test,  $t(23)=3.14$ ,  $p=.003$  (graph 3).

# RESULTS

- Comparison of independent groups, differences between the group of alcohol consumers and non-consumers



Statistically significant differences are observed between alcohol consumers and non-consumers in self-control and emotional stability in the pre-test,  $t(64)=2.26$   $p=.02$ , and in the post-test  $t(64)=2.99$   $p=.004$ . Statistically significant differences are also observed in self-confidence in the post,  $t(64)=2.79$   $p=.007$ , and resistance to adversity in the post,  $t(64)= 2.88$   $p=.005$ .

## CONCLUSION

**The intrapersonal variables in young users and non-users of alcohol and tobacco are different at the beginning of the experience with lower scores in the case of those students who consume substances.**

**Likewise, it seems that the skills worked on during the learning process produce improvements in intrapersonal skills in the case of tobacco and alcohol users.**

**For all these reasons, it is important to continue exploring the role that this training experience has in the development of young students and their intrapersonal skills, and in relation to the possible effect on actions to prevent substance use.**



Thanks a lot!

