

Theoretical model of the European CSI program “Unplugged”

Vadrucci S (1), Burkhart G (2), Wiborg G (3), Scatigna M (4), Vassara M (5), van der Kreeft P (6), Vigna-Taglianti F (1, 7), and the EUDAP group.

¹ Piedmont Centre for Drug Addiction Epidemiology, Turin, Italy; ² EMCDDA, European Monitoring Centre for Drugs and Drug Addiction, Lisboa, Portugal; ³ Praxingemeinschaft für seelische Gesundheit, Kiel, Germany and Institute for Therapy and Health Research, Kiel, Germany; ⁴ University of L'Aquila, L'Aquila, Italy; ⁵ Pyxida, Thessaloniki, Grecia; ⁶ Hogeschool, Gent, Belgium; ⁷ University of Torino "San Luigi Gonzaga", Orbassano, Italy.

Introduction

Unplugged is a Comprehensive Social Influence program designed by a group of European experts in the framework of the EU-Dap project. The program consists of 12 standard units, one-hour each, delivered by class teachers to adolescents 12-14 years old. It is a strongly interactive program including a training of personal and social skills with a specific focus on normative beliefs. It is based on Social learning, Life Skills, Health Belief model and theory of Reasoned Action-Attitude.



UNIT	TITLE	ACTIVITIES	GOALS	FOCUS
1	Opening UNPLUGGED	Presentation, group work, contract management, homework	Introduction to the programme, setting of rules for the lessons, reflecting on knowledge on drugs	Info
2	To be or not to be in a group	Situation play, plenary discussion, game	Clarification of group influences and group expectations	Inter
3	Alcohol	Information on different factors influencing drug use	Information on different factors influencing drug use	Info
4	Reality check	Presentation, plenary discussion, group work, game	Fostering critical evaluation of information, reflection on differences between own opinion and actual data, correction of norms	Intra
5	Smoking the cigarette drug	Quiz, plenary discussion, feedback, game	Information on effects of smoking, differentiation of expected vs. real effects and short-term vs. long-term effects	Info
6	Express yourself	Game, plenary discussion, group work	Adequate communication of emotions, distinguishing between verbal and nonverbal communication	Intra
7	Get up, stand up	Plenary discussion, group work, role play	Fostering assertiveness and respect for others	Inter
8	Party tiger	Role play, game, plenary discussion	Recognition and appreciation of positive qualities, acceptance of positive feedback, practicing and reflection on getting into contact with others	Intra
9	Drugs – get informed	Group work, quiz	Information on positive and negative effects of drug use	Info
10	Coping competences	Presentation, plenary discussion, group work	Expression of negative feelings, coping with weaknesses	Intra
11	Problem solving and decision making	Presentation, plenary discussion, group work, homework	Structured problem solving, fostering creative thinking and self control	Inter
12	Goal setting and closure	Game, group work, plenary discussion	Distinguishing long term and short term objectives, feedback on the programme and the process during the programme	Inter

Health belief theory

The health belief model was developed by Rosenstock and is based on the concept that the perceived risk of disease and the perceived benefits of action to avoid disease are the key factors in motivating a positive health action. So, the provision of factual information about the negative effects and dangers of drugs will deter use or prevent substance abuse by creating negative attitudes towards drug use.

Life Skills

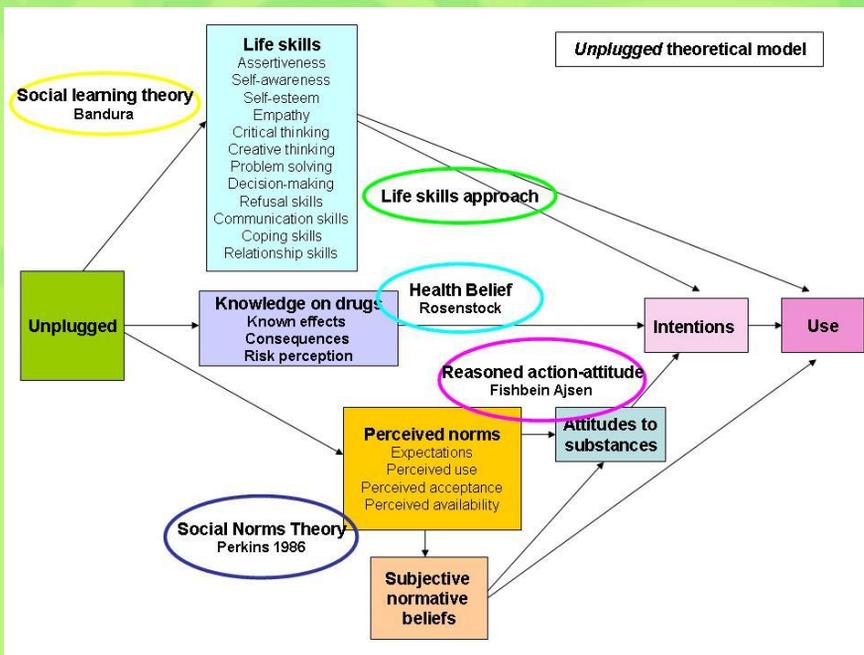
Life Skills approach proposes that, although health-damaging behaviour is the result of a complex interaction between personal, social and environmental factors, behaviour essentially stems from individuals, and individuals should be a focal point for life skills education. The life skills approach is built around creating opportunities for young people to acquire skills that enable them to avoid manipulation by outside influences. It aims to help young people to achieve control over their behaviour while taking informed decisions that can lead to positive behaviour and values.

Social learning theory

Social learning theory was developed by Bandura in the 1960s. According to this theory, personality forms from interaction between environment, behaviours and individual's psychological processes. Social learning theory emphasises the importance of observing and modelling the behaviours, attitudes and emotional reaction of others.

Social norms theory

The theory (Berkowitz, 1986) states that our behavior is influenced by incorrect perceptions of how other members of our social groups think and act. The theory predicts that overestimations of problem behavior will increase these problem behaviors while underestimations of healthy behaviors will discourage individuals from engaging in them. The theory suggests that these peer influences are based more on what we think others believe and do (the “perceived norm”) than on their real beliefs and actions (the “actual norm.”) This gap between “perceived” and “actual” is referred to as a “misperception” and its effect on behaviour provides the basis for the social norms approach. One of the effects is to cause individuals to change their own behaviour to approximate the misperceived norm.



More info

www.eudap.net
www.eudapfaculty.net

Contacts

serena.vadrucci@oed.piemonte.it
eudap@oed.piemonte.it

Reasoned Action-Attitude theory

The theory of Reasoned Action-Attitude by Fishbein and Ajzen proposes that behavioural intentions have two constituent parts: the individual's attitude towards the behaviour and the social norms as perceived by the individual. Individuals may weight these differently in assessing their behavioural intentions. Therefore, drug use is a consequence of a rational decision (intention), the belief about this consequence and the social norms towards drug use. The reasoned action model is widely used to explain the motivation behind drug use and offers a convenient structure to examine the relative importance of attitudinal and normative considerations in forming the behaviour of individuals.

Conclusions and future work

Starting from the theoretical model of Unplugged it will be possible to study mechanisms of effect and to identify possible effective components.

