

Institute for the prevention of addictions and drug abuse

Richard Paulik

First:

Excuse my English.

Institute for the prevention of addictions and drug abuse

- ➔ specialist unit in Upper Austria
- ➔ founded in 1994
- ➔ part of pro mente Upper Austria (association for mental and social health, provides counselling and care for persons suffering from mental health problems)
- ➔ financed by the Upper Austrian Federal Government
- ➔ 31 employees (Sociologists, Psychologists, Social worker, Therapists, Educators, etc.)

Primary goal

It is our primary goal

to minimize the problems and damages arising in the context of

- psychoactive substances (abuse),
- not substance-related problem behavior and
- together with the phenomenon of addiction.

Structure of the institute



Addiction

substance-related

(alcohol, nicotine, heroin, ..)

non substance-related

(eating disorders, gambling addiction, ..)

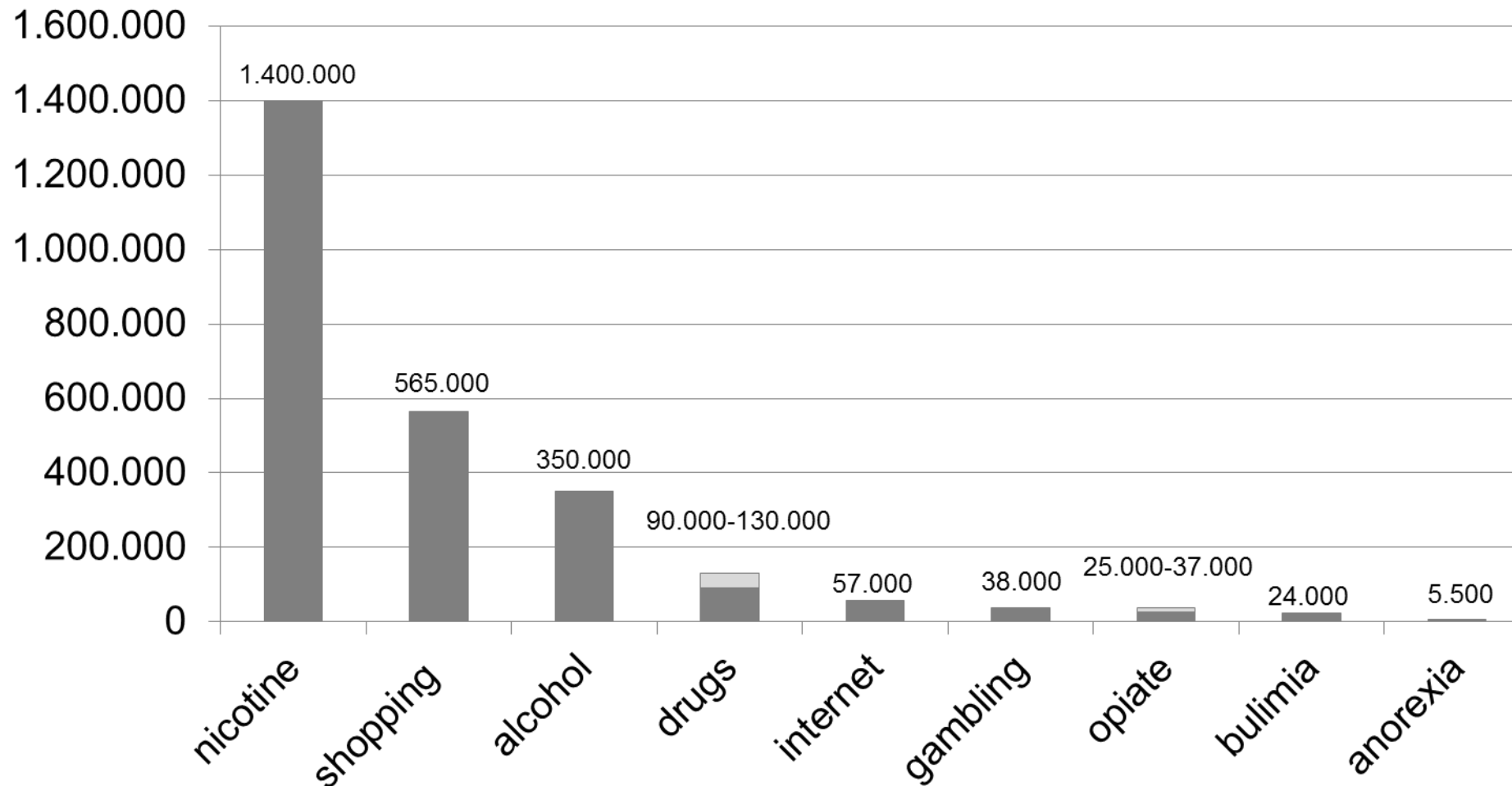
3 or more of the following criteria
at the same time during the last year ...

- compulsion to consume (craving)
- decreased control capacity
- physical withdrawal syndrome
- tolerance (increasing the dose)
- neglect of other interests
- continuing consumption in spite of harmful consequences

What do you think ...

What is the drug of which most Austrians are dependent?

Addicted people in Austria 2020



How do you do (good) addiction prevention?

JUST SAY NO

Drug deterrence

Reactance Theory

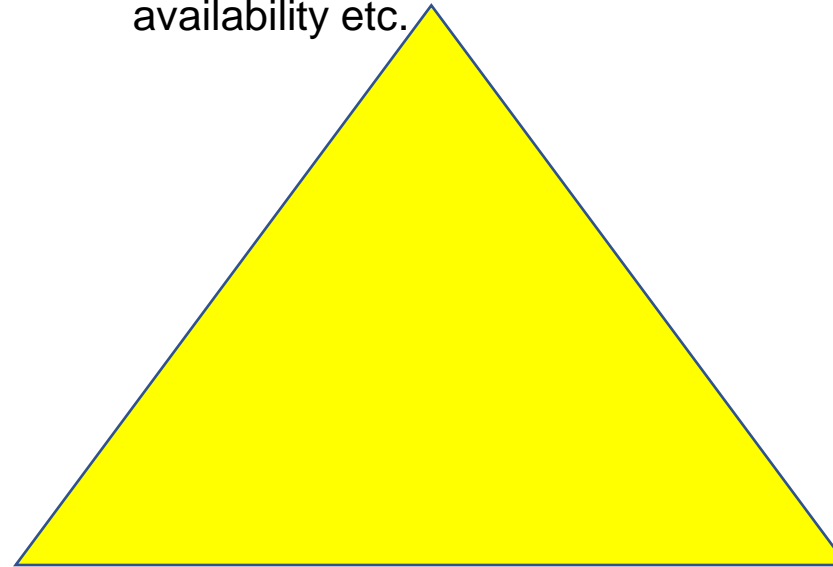
- The “reactance theory” describes the psychological consequences of a perceived restriction of freedom. Reactance consists in the upgrading of the threatened or lost alternative. It typically shows up
 - in case of bans,
 - under scarce resources or
 - in case of clumsy attempts to influence.

([https://www. Spektrum.de/lexikon/psychologie/reaktanztheorie/12520](https://www.Spektrum.de/lexikon/psychologie/reaktanztheorie/12520))

Influences on the development of addiction

Substance / Problematic behavior

pharmacological property,
length and frequency of use,
availability etc.



Person

sex, temperament, self-esteem,
genetic predisposition, stress management,
dealing with feelings, etc.

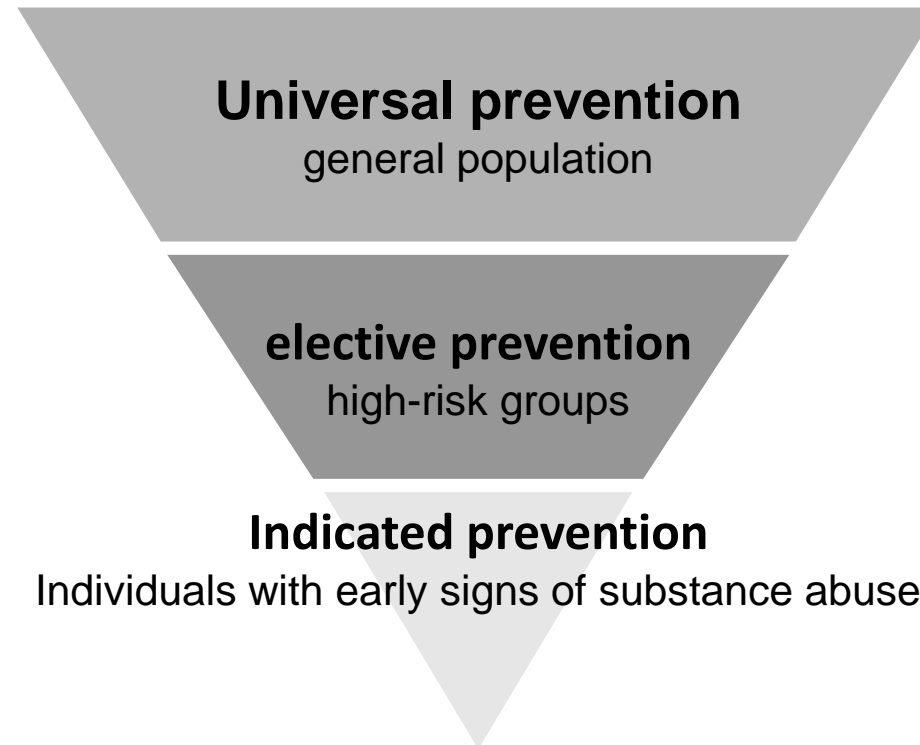
Social environment

family, friends, norms,
educational/occupational situation,
availability, policy, etc.

Alcohol culture

Pope blesses Spätburgunder (Pinot Noir)

Levels of Prevention



Universal prevention

- targets **the general public or a whole population:**
- All individuals, without screening, are provided with
- information and skills needed to prevent the problem.

It is supportive and proactive.

- E. g. interventions are set in schools
- through mass-media
- on the workplace
- advantages: wide impact, no stigmatization
- disadvantages: much effort, activities are also focused on people with low risk

Selective prevention

- targets individuals or a population sub-group whose **risk of developing substance abuse disorders is significantly higher than average.**
- E. g. children of alcohol dependent parents
- children with school problems
- adolescents in facilities of the youth welfare
- advantage: selective use of resources where more effects can be expected
- disadvantage: risk of stigmatization

Indicated prevention

- aims high-risk individuals who **exhibit early signs of substance abuse** and other problem behaviors, with **no dependence symptoms**.
- E. g. persons who repeatedly and excessively drink alcohol on weekends
- individuals who have an increased risk for debt caused by compulsive buying
- advantage: selective use of resources where more effects can be expected
- disadvantage: risk of stigmatization

Strategies and approaches

- ➔ broad approach
(substance-related / not substance-related; legal / illegal substances)
- ➔ early intervention (e.g. expectant parents)
- ➔ target group orientation
- ➔ setting approach (school, employment)
- ➔ education for ‚multipliers‘
- ➔ structural (environmental) and human (behavioral) level
- ➔ strengthening of the personal resources („empowerment“)

School-based addiction prevention approaches

Person: Promoting Life-Skills

- Self-awareness and empathy
- Communication and relationships
- Dealing with stress and negative feelings
- Problem solving, making decisions
- Creative and critical thinking,
- give information

Substance: Promoting the appropriate use of psychoactive substances

- Teachers' role model behavior
- Clear rules, youth protection law
- Promoting healthy alternatives
- Information about advice and assistance offers

Environment: Promoting the quality of life in class and school

- Positive school and class atmosphere
- Participation opportunities for students and teachers
- Good working and learning conditions
- Adequate learning pace and performance level

Influences on the adolescent experimental substance use

individual

temperament
genetic predisposition
personality

coping strategies
social / cognitive skills

resilience
self-efficacy

environment

climate in family, school,
friends, employment,
local community, etc.

family relationships
binding „peer group“

prevalence assumptions
normative beliefs

society

social norms
availability of substances
advertising, media

value system,
importance of school,
occupation, performance

knowledge, expectations,
attitude towards
substances

experimental
substance use

Developmental tasks 1 (Hurrelmann)

- **Identity development:**

what characterizes the person “who am I”. Develop personality traits. Developing one's own lifestyle...

- **Developing a value system:**

Cultural, moral, political development. Young people violate and question norms. Acts of protest ...

- **Friendship relationships, partnership:**

Relationships with peers become very important. Seek recognition and affirmation in groups and find their own role. Experiencing a range of rejection and acceptance.

- **Coping with physical development:**

Accepting change and own gender role. Sexuality is both stimulating and irritating...

Developmental tasks 2 (Hurrelmann)

- **First sexual contacts:**

First contacts, experiences are made. The experience and impact depends on one's own emotional security versus insecurity (also in relation to the perception of one's own body).

- **Detachment from parents:**

Distancing, reorientation, own rules. Parents are still role models even though parental control is violated. Young people want to demonstrate independence ...

- **Development of independent consumption patterns:**

Orientation is based on the current leisure market. There are many temptations (supply) and expectations to resist (adult morals). Idols and ideals are largely role models. Consumption patterns are dependent on expectations, desired effects and membership of groups.

Prevention of addiction - individual and environmental interventions



behavioral prevention

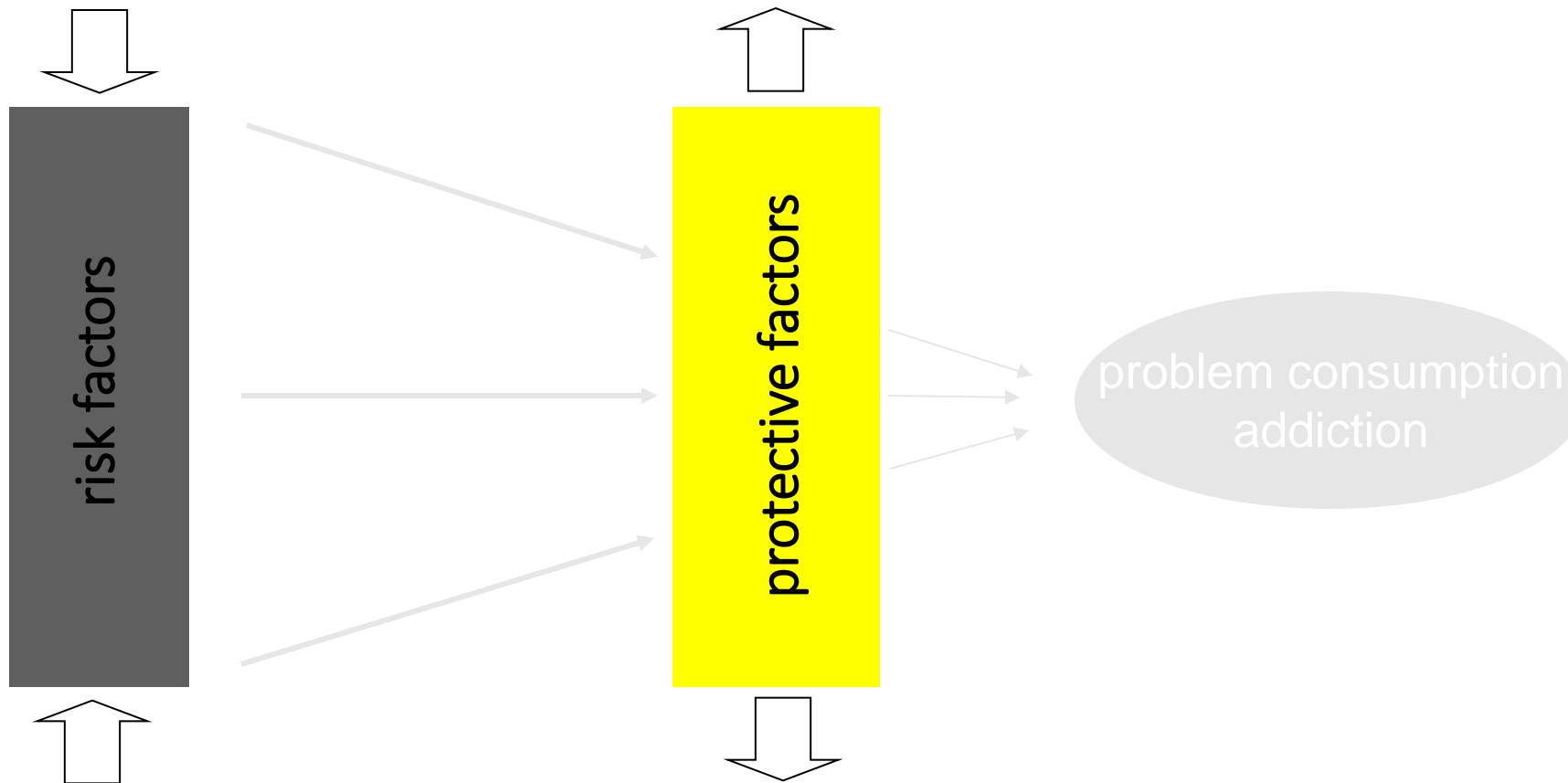
attitude, knowledge, behavior

involves a raising of awareness levels with regard to individual responsibility through the development of **‘life skills’**:
communication, crisis management, self-esteem, resilience

environmental prevention **socioeconomic and legal conditions**

in school, family and workplace, ..
drug and addiction **policy**: availability, advertising, price,..
family, labor, educational policy, ..

Prevention of addiction: reduction of risk factors - development of protective factors



Those who are competent in life:

- knows and likes himself
- is empathetic (sensitive)
- thinks critically and creatively
- makes thoughtful decisions
- successfully solves problems
- can communicate and have (and end) relationships
- can deal with feelings and stress.

(WHO 1986)

Individual protective factors

- high self-esteem
- self-efficacy
- good communication skills
- kognitive skills [recognition, reflection]
- potential to tackle a problem
- own activities in the context of daily routine
- sanguine character, confidence
- enjoyment skills and experience-capability
- risk competence

Environmental protective factors

- working relationship to parents (trust and support in difficult situations)
- positive and developmentally encouraging relationship to teachers, positive role model
- social integration, friendship to peers (trust, support, help for interpretation)
- sociocultural influences: social support, satisfying development prospects, access to information and education, stimulating environment, enough income

What we do...

- ➔ Information
- ➔ Projects
- ➔ Education (from a 2-hour lecture to a 4-years program)
- ➔ Consulting / Counseling
- ➔ Networking / Lobbying
- ➔ Evaluation / Research

Information

- Objective, reliable and target groups oriented information is an essential pillar of addiction prevention.
- teaching aids
- brochures
- flyer
- press relations
- magazine „fortyfour“
- internet (www.praevention.at / www.infodealer.at)
- annual institute's conference
- annual youth conference

Projects in all sorts of settings

- Successful and sustainable prevention projects are not limited to isolated events. They are integrated into our work over years.
- Key areas:
 - ➔ school
 - ➔ family
 - ➔ kindergarten
 - ➔ working environment
 - ➔ out-of-school youth work
 - ➔ community

- **Short presentation of projects**



institut
sucht
prävention
PRO MENTE OÖ

institut
sucht
prävention
pro mente OÖ



MammaMia Meetings ...



- ... are meetings of 5–8 women
- ... take place at a hosts home
- ... are led by a moderator in the women's native language
- ... allow women to discuss about topics concerning children and everyday matters in their native tongue
- ... bring women together and promote social contacts
- ... support families and are useful sources of information
- ... are fun

Our Topics:

- Strengthening children
- Children and TV
- Computer games, mobile phones and social networks
- Sources of strength for mothers

Our Languages: Arabic, Albanian, Bosnian-Croatian-Serbian, English, French, German, Polish, Russian, Spanish, Turkish

Drug monitoring Upper Austria

Since 1999, a continuous drug monitoring is carried out in Upper Austria.

The focus of this project lies in exploring the epidemiological situation, developments and trends in the field of addiction and drug issues.

In addition to the epidemiological situation, knowledge, attitudes and drug policy preferences of the population are collected.

Drug monitoring Upper Austria



Several quantitative and qualitative methods are used for data acquisition. Following data are collected:

- **primary data:**
 - a representative general population survey (aged 15 years and older)
 - a panel of experts (e.g. focus group interviews street work | youth work)
- **and relevant secondary data:**
 - Regional Hospital financing data | diagnostic data
 - Display data according to the SMG,
 - substitution data, etc. are analyzed.

Overall, "maps" of drug use should be drawn or created.

These “maps” can serve as a basis for political discussion and decisions in dealing with addiction and drug problems. They can lead to improvements of prevention projects quality standards and a professionalization of the profession. The Drug Monitoring Upper Austria can help to advance programmatic and ethical considerations in the field of drug issues.



plus
plus

DAS ÖSTERREICHISCHE
PRÄVENTIONSPROGRAMM

institut
sucht
vention
pro mente OÖ



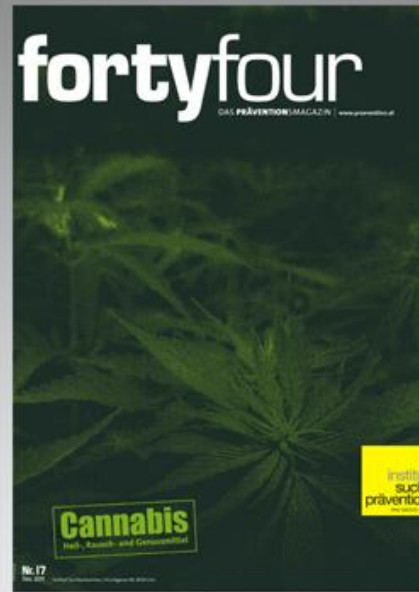
WIR BIETEN DAS

pro mente | oö

plus: a program for personality development and drug prevention in schools



- Preventive addiction program for 5th–8th grade based on life skills
- the program consists of 10 lessons per school year
- Implementation of the lessons in the class is done by the teachers
- Intensive support of teachers across all four years of school
- Involvement of parents (parents lecture by the institute, letters to parents)



fortyfour

DAS **PRÄVENTION**SMAGAZIN

institut
sucht
prävention
PRO MENTE OÖE

biannual printed magazine

free of charge

format: DIN A3, 16 pages

run: 5000 **subscriptions:** 4300

target groups: teaching staff (schools, kindergarten),
parents, youth worker staff, working environment,
policemen, local politicians in upper austria

targets: service tool for our target group:
science based information about substances,
drugs and addictive behavior, news about our institute,
raising awareness and addressing the problem of addictions

www.praevention.at



SUCHT- UND GEWALT- PRÄVENTION

Masters program

Masters program for prevention of addiction and violence in educational settings

- 120 ECTS – European Credit Transfer and Accumulation System: 1 credit point = 25 working hours
- 6 semester
- 46 lecture-leaders
- Target group: teachers, social workers, psychologists, nursing staff, probationers, law enforcement agencies, youth leaders, key people from relevant social settings
- Graduation: MA (Master of Arts)

TIPPS ZUR GESPRÄCHSVORBEREITUNG

- TIPPS ZUR DURCHFÜHRUNG DES GESPRÄCHS**
- So bereiten Sie das Gespräch vor**
- Eine gute schriftliche Vorbereitung ist die Grundlage für den Erfolg.
 - Halten Sie das Formular „Orientierungshilfe zum Gespräch im Stufenplan“ (S. 28).
 - Stellen Sie für eine ungefähre Zeit für das Gespräch ein und lassen Sie keine Abkündigungen auf andere Termine zu!
 - Stellen Sie sich inhaltlich gut auf das Gespräch ein und lassen Sie keine Abkündigungen auf andere Termine zu!
 - Was ist wichtig? Was ist meine Rolle?
 - Seien Sie sich bewusst, dass Sie dieses Gespräch in der Rolle des Vorgesetzten und nicht als Berater, Mediator oder Mediatorin führen.
- Die Durchführung des Gespräches**
- Sie merken und zeigen Sie Interesse am Vorhineingehen des Mitarbeitergesprächs und sorgen Sie für eine angenehme Atmosphäre. Sie bereiten sich auf das Gespräch vor und sorgen Sie für eine angenehme Atmosphäre. Sie bereiten sich auf das Gespräch vor und sorgen Sie für eine angenehme Atmosphäre.

Wichtiges für die Durchführung des Gesprächs

- [illegible]

Nach dem Gespräch

- ### Nach dem Gespräch
- Helfen Sie sich Unterstützung: Zur Nachbereitung des Gesprächs ist es wichtig, sich Unterstützung zu holen. Sie können sich an Ihren Coach, Ihren Vorgesetzten oder andere Kollegen wenden, die Ihnen bei der Bewältigung der Herausforderungen helfen können.
 - Achten Sie auf Ihr eigenes Wohlbefinden und Ihre Gesundheit: Gerade in herausfordernden Situationen ist es wichtig, Abstand zur Arbeit zu gewinnen und für die eigene Erholung zu sorgen.

GESPRÄCHE IM RAHMEN EINES GESTUFTEN VORGEHENS

[illegible]

handeln

statt wegschauen

SUCHTPRÄVENTION UND FRÜHINTERVENTION
IN DER ARBEITSWELT

institut
sucht
prävention
PRO MENTE.DOE

Addiction prevention at work

Companies, organisations	Apprenticeship	Courses, symposiums, conferences
<ul style="list-style-type: none"> • Development of companies prevention and early intervention policies • Training of HR and staff managers to increase employees health competences and to handle early interventions in case of alcohol and drug abuse • Preventive activities to increase health behavior and safety • Information, campaigning and sensitization to all employees about risk behavior connected with alcohol, drugs, pills, gaming, etc. 	<ul style="list-style-type: none"> • Coaching and counselling of instructors in companies • Training of instructors to increase apprentices health competences and to handle an early intervention in case of alcohol and drug misuse • Workshops for apprentices to inform about addiction and risk behavior connected to alcohol, drugs, pills, gaming and to handle risky situations <p>Special materials: brochures, campaigning materials, folders, video spots</p>	<ul style="list-style-type: none"> • Lectures, education and training of several occupational groups at courses, conferences and symposiums: • Workers council • Occupational health practitioners • Safety specialists • Health managers • Human resource managers

The sooner the better



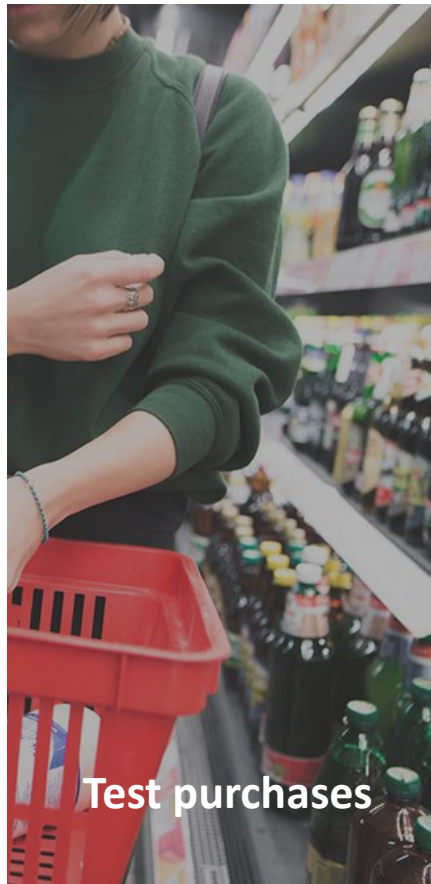
Expectant parents

Addiction prevention in old age

Training offers such as:



Special measures such as:



More information: www.praevention.at



The screenshot shows the homepage of the 'institut sucht prävention pro mente OÖ' website. The header features the organization's logo and a navigation bar with links: INSTITUT | ZIELGRUPPEN | ANGEBOTE | THEMA SUCHT. Below the header is a large banner with the text 'WIR BIETEN DAS WISSEN ZUM TUN.' and two photographs: a young man smiling and a person holding a yellow ball. The main content area is divided into several columns. The first column, 'INFOCORNER', lists links for News, Presse, Bibliothek, Downloads, Gemeindefartikel, Links, forty four, Instituts-Newsletter, and suchen. The second column, 'ZIELGRUPPEN', lists Familie, Kindergarten, Schule, Jugend, Arbeitswelt, and Gemeinde. The third column, 'ANGEBOTE', lists Projekte, Infomaterialien, Bildungsangebote, Tagungen, and Hilfsangebote OÖ, with a 'Barfuss DIE MIETBAR' logo. The fourth column, 'THEMA SUCHT', lists Grundlagen, Substanzen, Selbsttest Alkohol, Verhaltenssüchte, Studien-Statistiken, and Fachliteratur. The fifth column, 'AKTUELLE NEWS', lists three news items with dates and titles, each followed by a 'mehr' link. At the bottom, there is a Facebook link and a section for 'PLATTFORM GEWALTPRÄVENTION OÖ' with the website 'gewaltpraevention-ooe.at' and a description of offers for parents, teachers, and students.

institut
sucht
prävention
PRO MENTE OÖ

INSTITUT | ZIELGRUPPEN | ANGEBOTE | THEMA SUCHT

WIR BIETEN DAS WISSEN ZUM TUN.

INFOCORNER

- News
- Presse
- Bibliothek
- Downloads
- Gemeindefartikel
- Links
- forty four
- Instituts-Newsletter
- suchen

ZIELGRUPPEN

- Familie
- Kindergarten
- Schule
- Jugend
- Arbeitswelt
- Gemeinde

ANGEBOTE

- Projekte
- Infomaterialien
- Bildungsangebote
- Tagungen
- Hilfsangebote OÖ

**Barfuss
DIE MIETBAR**

THEMA SUCHT

- Grundlagen
- Substanzen
- Selbsttest Alkohol
- Verhaltenssüchte
- Studien-Statistiken
- Fachliteratur

AKTUELLE NEWS

- 02. April 2014: **TEXT IT: Präventionspreis der Stadt Wels 2014**
[mehr](#)
- 26. März 2014: **KiVa: Erfolgreiches Modellprojekt für Gewaltprävention in Schulen**
[mehr](#)
- 26. März 2014: **Frischlufft: Gemeinsam Nichtraucher fördern!**
[mehr](#)

[zur Nachrichtenübersicht](#)

BESUCHEN SIE UNS AUCH AUF **facebook**

PLATTFORM GEWALTPRÄVENTION OÖ

gewaltpraevention-ooe.at

ANGEBOTE FÜR ELTERN, LEHRKRÄFTE UND SCHÜLERINNEN

Training for the senses!

Ich lerne schnell.
Von dir.



Besser als jedes Like!

institut
sucht
prävention
pro mente OÖ