

# HOW CAN EPIDEMIOLOGICAL DATA BE USEFUL FOR GUIDING SUBSTANCE USE PREVENTION POLICIES IN EUROPE

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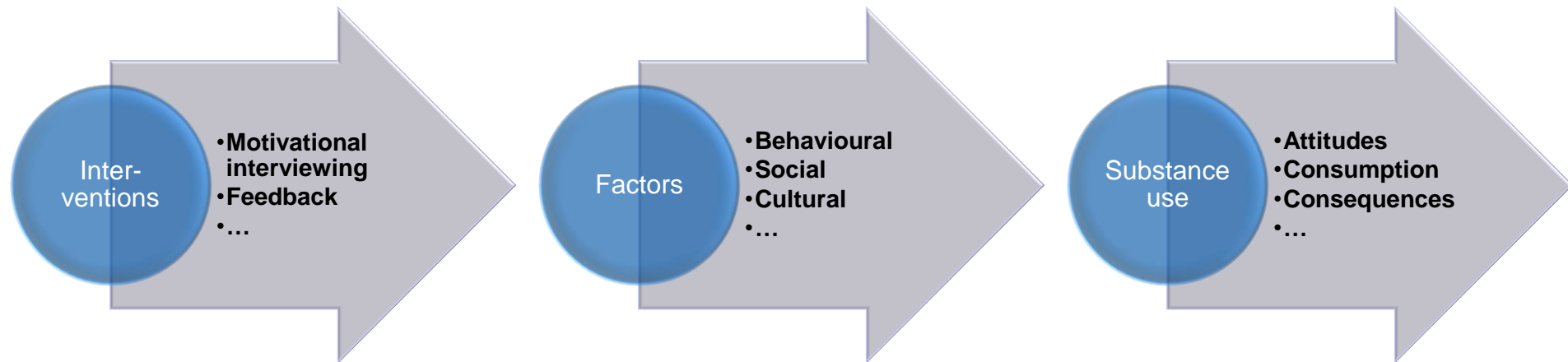
Lisbon, 19<sup>th</sup> September 2016

# Background: Substance use prevention

- For many “prevention” means informing about risks and dangers of behaviours or of substances
    - Information about drug use and associated consequences alone not sufficient
    - Cannabis users have much higher health literacy (Dermota 2013)
    - Their majority knows about the risks (Yap 2012)
- Information about levels of drug use is not enough for designing appropriate prevention response

# Background: Substance use prevention

- Prevention should not only address information about trends in used substances and associated consequences
- Need for greater understanding of factors that influence licit and illicit substance use to develop effective prevention approaches



→ Sound development and evaluation of interventions

- ESPAD data from 2011
- Data of participating EU countries
- Outcome variables:

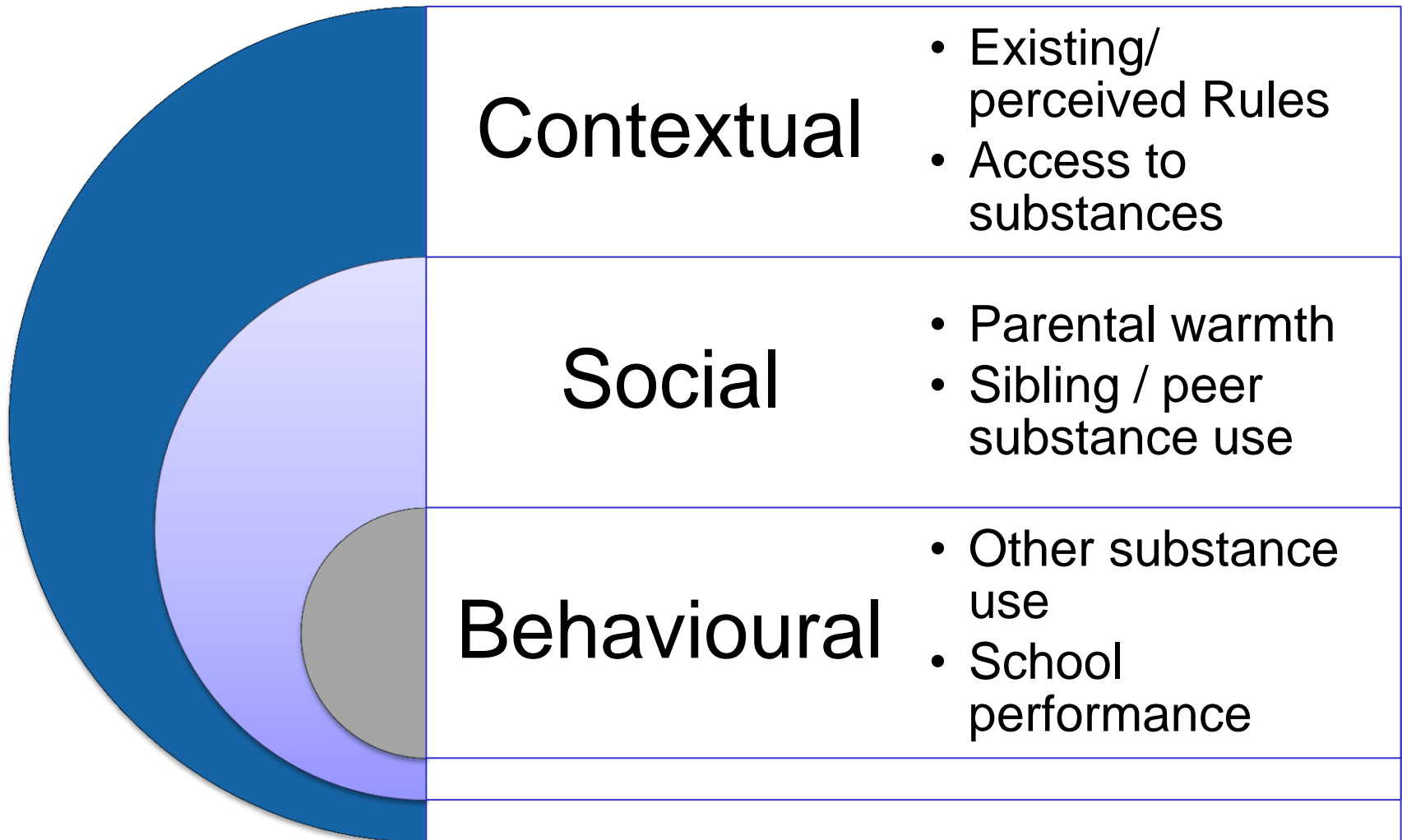


On how many occasions (if any) have you been **intoxicated from drinking alcoholic beverages**, for example staggered when walking, not being able to speak properly, throwing up or not remembering what happened during the last 30 days.



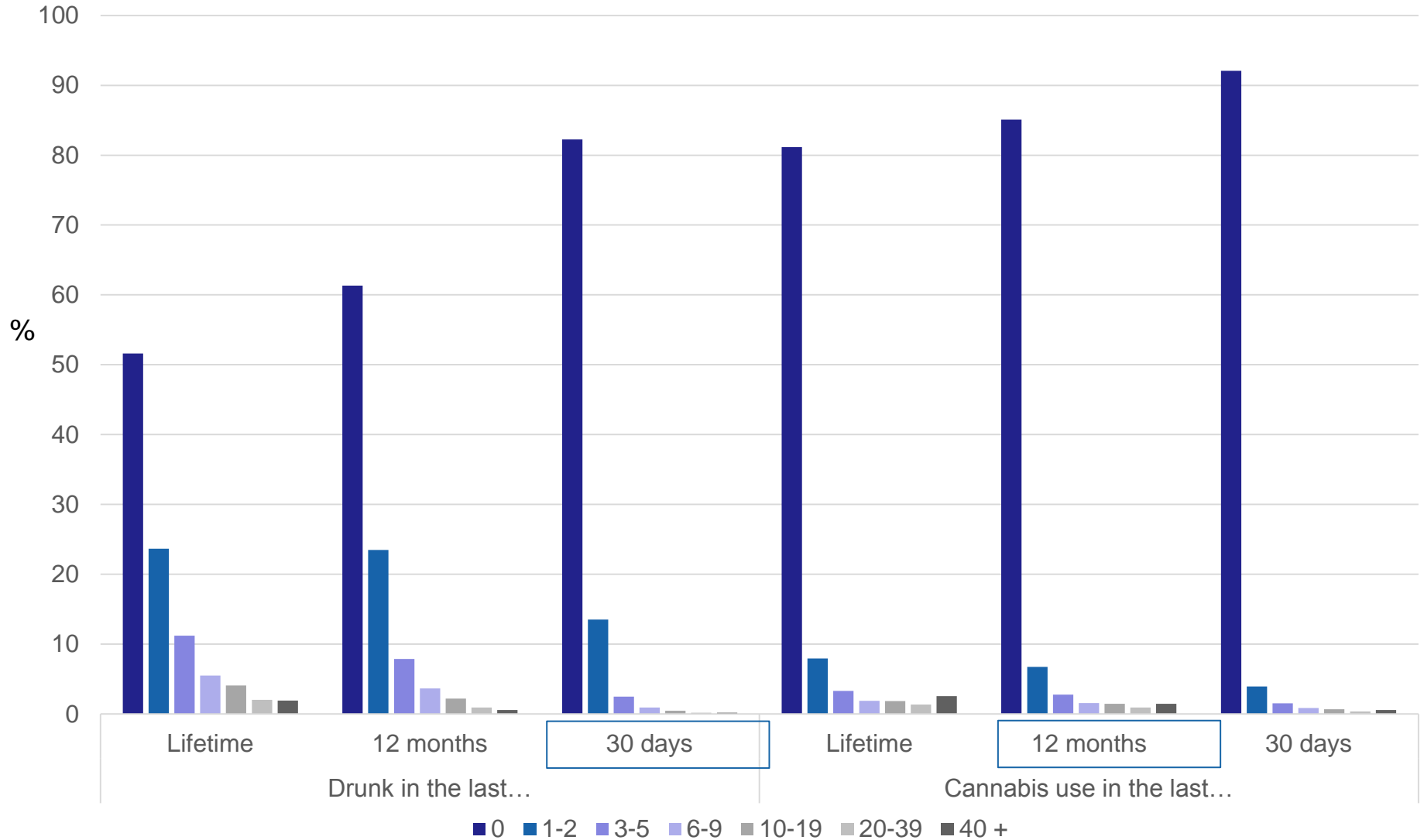
Have you **used cannabis** during the LAST 12 MONTHS?

# Possible predictors of substance use



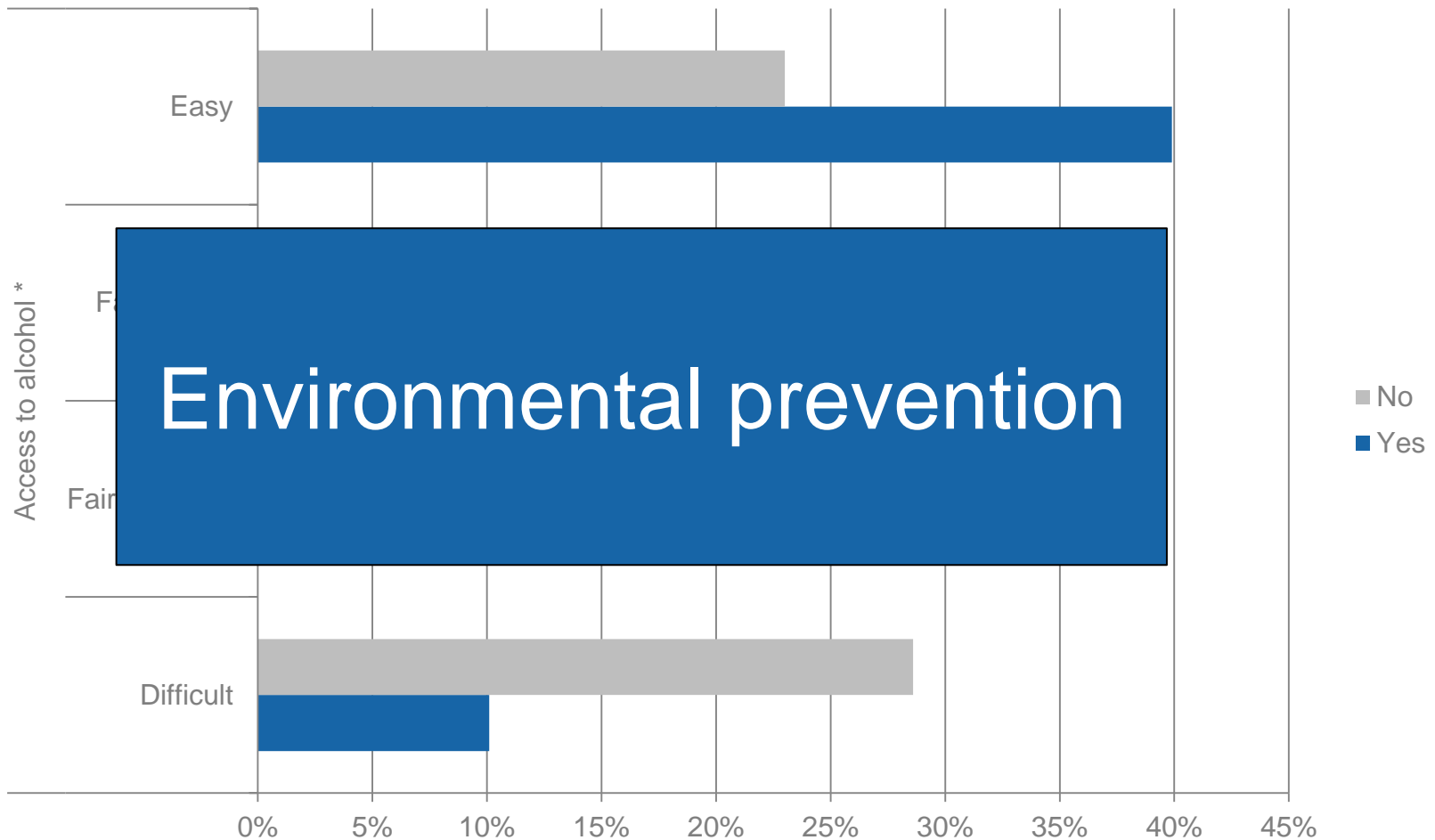
...some of the predictors can be tackled by interventions

# Frequency of licit and illicit substance use



# Access to alcohol and students' drinking

Drunk in the last 30 days

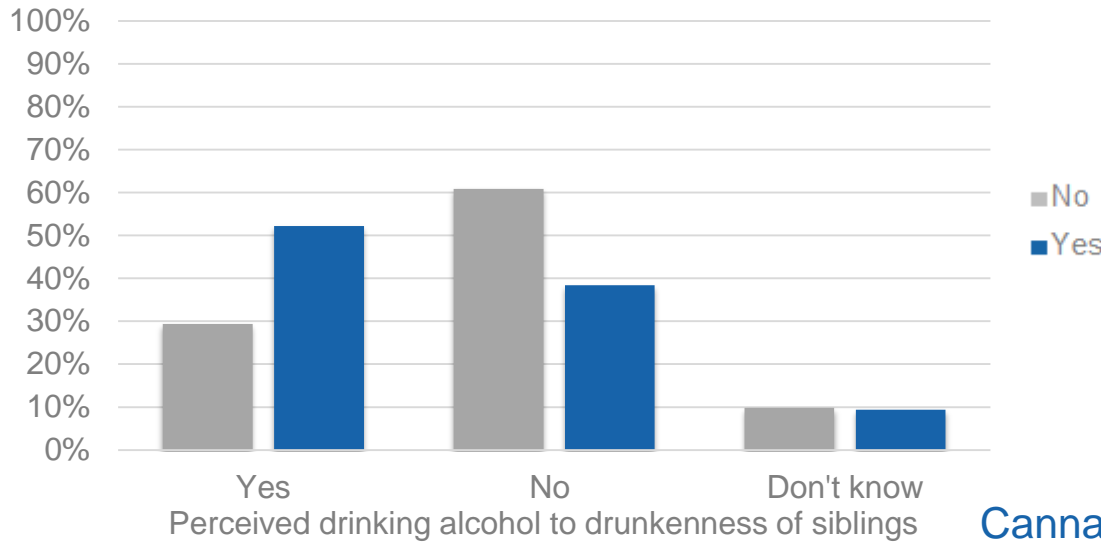


\*Score consists out of access to beer, alcopops, wine, spirits

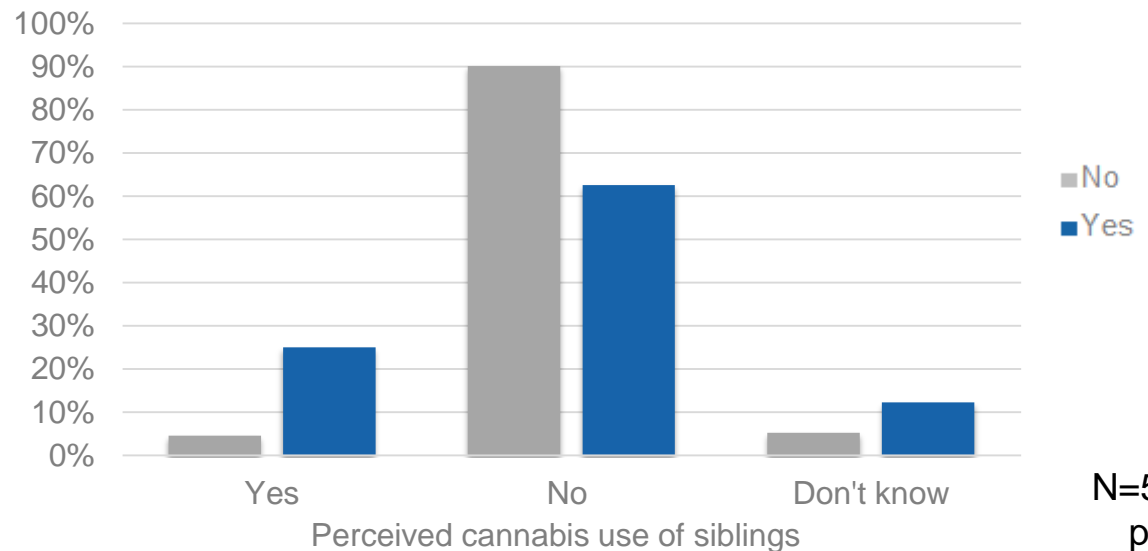
N=55 973, p<0.001

# Association between personal and perceived older sibling use

## Drunk in the last 30 days



## Cannabis use in the last 12 months

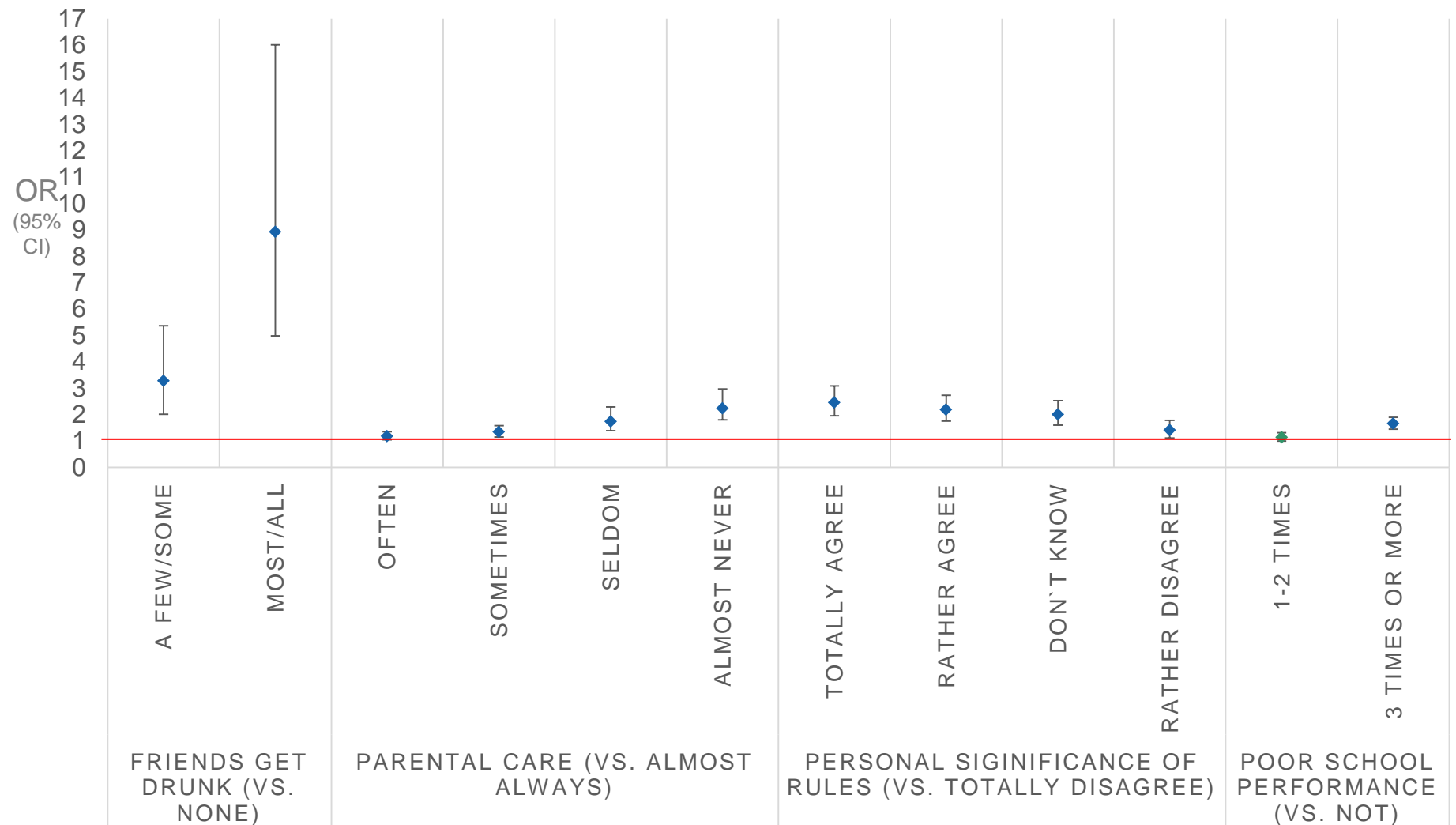


N=50 982,  
p<0.001



# Predictors of drinking alcohol to drunkenness

in the last 30 days

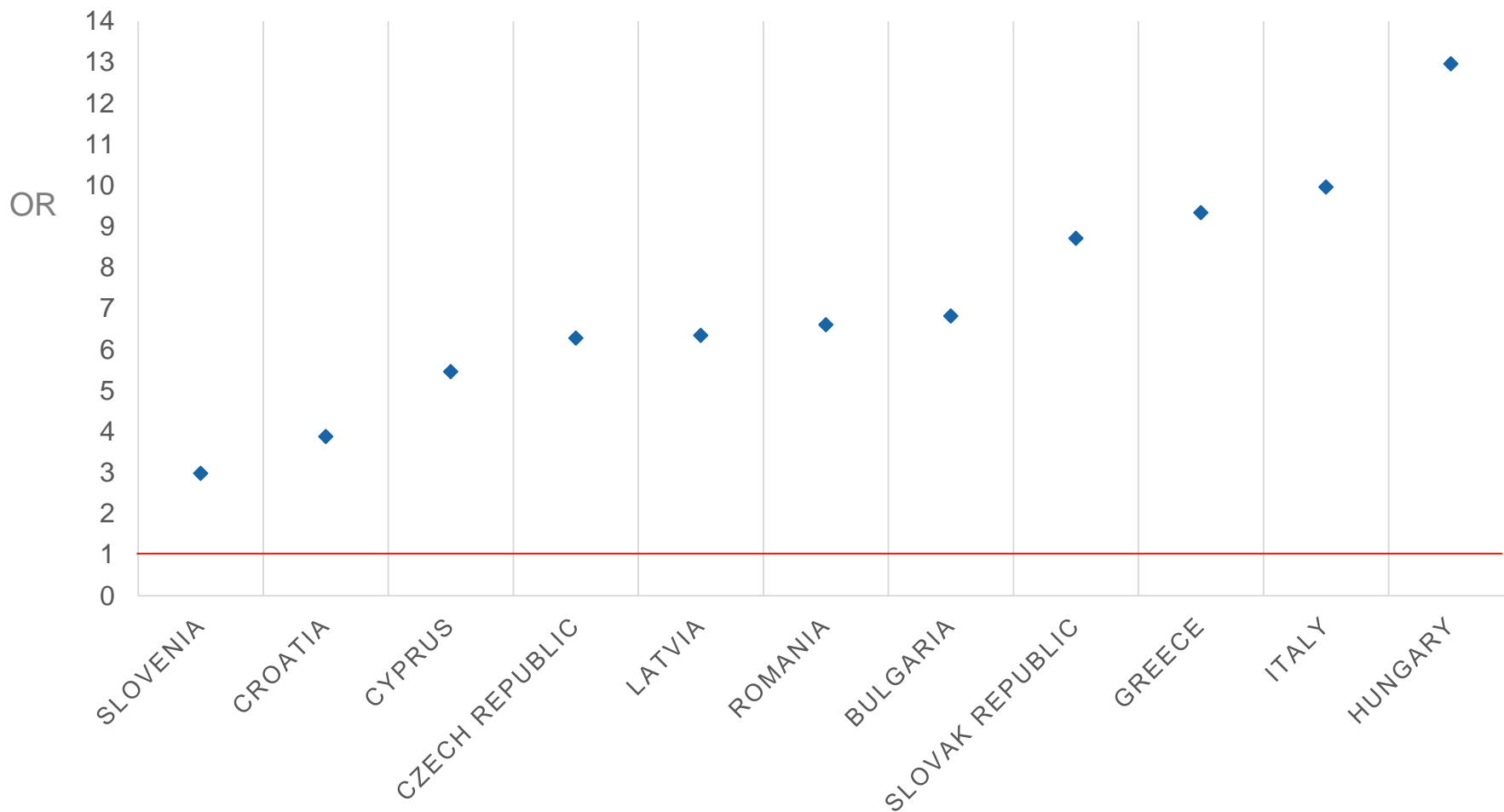


\*adjusted for sex and country

# Personal and perceived peer drinking alcohol to drunkenness\*

Stratified by country

## MOST/ALL VS. NONE



\*adjusted for parental care, school performance, personal significance of rules and sex

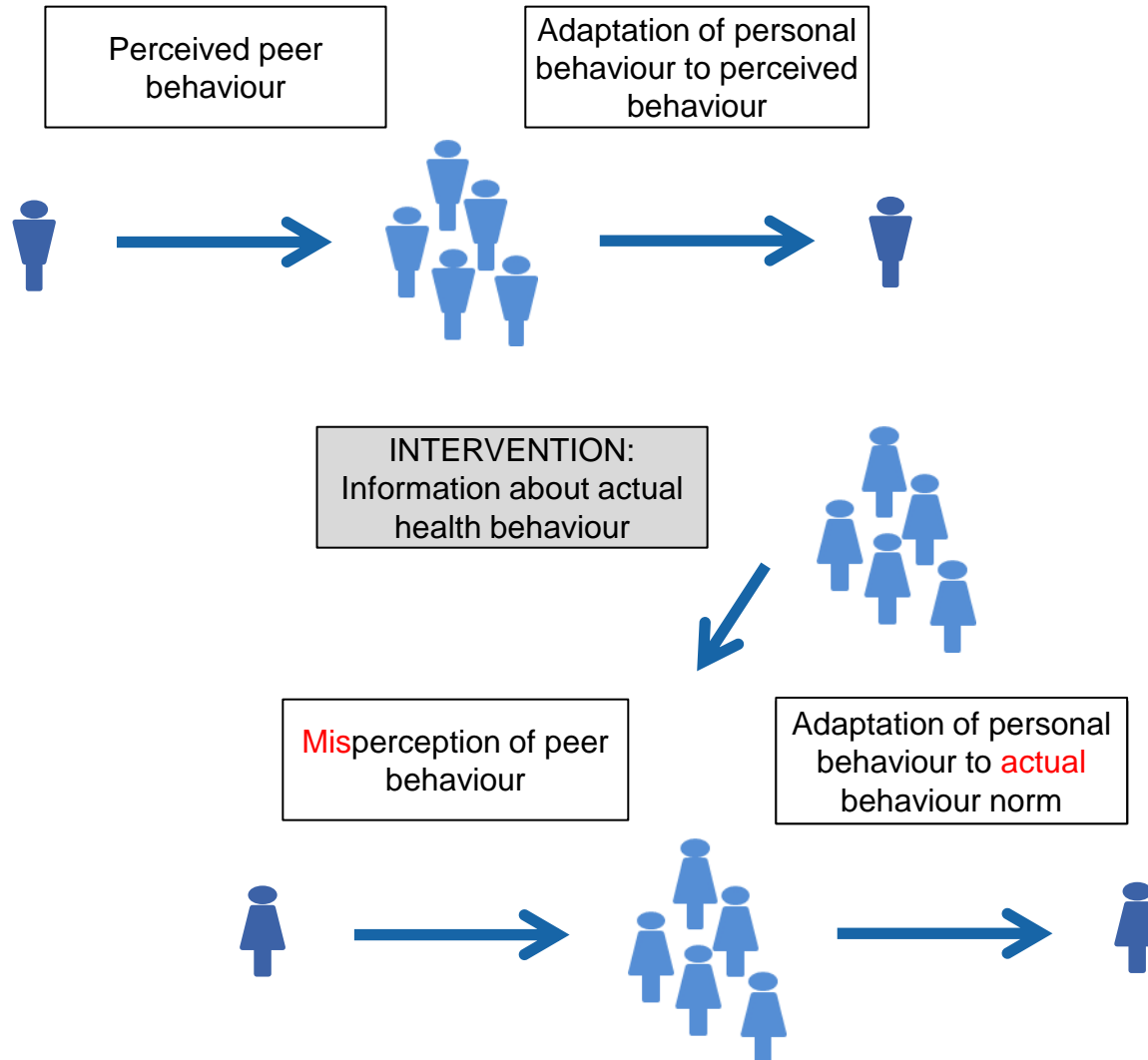
# Predictors of cannabis use

in the last 12 months

Variables	Cannabis use in the last 12 months (OR; 99.9% CI)*
<b>Friends cannabis use</b>	
None (reference)	1.00
A few/some	24.94 (13.31-46.74)
Most/all	<b>101.60 (35.32-292.28)</b>
<b>Parental care</b>	
Almost always (ref.)	1.00
Often	1.13 (0.98-1.30)
Sometimes	1.37 (1.14-1.63)
Seldom	1.88 (1.46-2.42)
Almost never	2.19 (1.60-3.00)
<b>Personal significance of rules</b>	
Totally agree	2.34 (1.80-3.05)
Rather agree	2.10 (1.63-2.71)
Don't know	1.78 (1.36-2.32)
Rather disagree	1.39 (1.06-1.81)
Totally disagree (ref.)	1.00
<b>Poor school performance</b>	
Not in the last 12 months (ref.)	1.00
1-2 times	1.25 (1.06-1.47)
3 times or more	1.96 (1.68-2.28)

\*adjusted for sex and country

# Example: Social Norms Interventions





- Alcohol
- Tobacco
- Cannabis**
- Alcohol & Smoking

**Did you know?**

...**88%** of male students at Bradford think that it is not OK to use inhalants (e.g., glue, petrol, paint thinner)

## CANNABIS

**In the last 2 months**

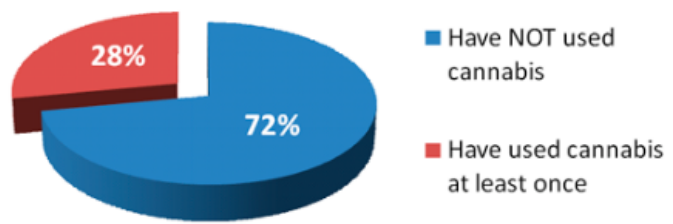
**You said**  I have never used cannabis in my life

I thought most male students at Bradford University had used cannabis twice in the last two months

 Most male students (**68%**) at Bradford said

We think the majority of male students at Bradford **used cannabis at least once**

What male Bradford students **actually** did in the past two months:



# Discussion

- Social factors are of importance for personal substance use among school students
  - Higher perception of peer substance use and parental care were associated with higher odds for own substance use
- ESPAD provides a sound databasis for planning of interventions to prevent substance use among young people
  - Large dataset, heterogenous population
  - Information about licit and illicit substances and social, cognitive and personal determinants
- But for prevention, the behaviourally relevant variables need to be analysed more:
  - Peer norms, parental monitoring, academic performance, and - possibly neighbourhood characteristics

# Thank you for your attention!

[www.bips.uni-bremen.de](http://www.bips.uni-bremen.de)

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