



Fiorella Otiniano | Silvana Romero | Cecilia Chau
Pontificia Universidad Católica del Perú
f.otiniano@puccp.pe

In Peru, the prevalence of consumption of marijuana over the years has increased while the age of the first consumption is decreasing. According to Botvin and Griffin (2016), is essential to implement prevention programs before or during the key years of initiation of drug use.

In Peru, some prevention programs are carried out; nevertheless, they are adaptations of programs developed in other countries and have not been evaluated to determine their effectiveness in our contexts.

Therefore, the objective of this study was to design, implement and evaluate a prevention program for the use of marijuana in high school students in Lima, based on the risk factors that were identified as the most important in a previous investigation with the same population (Chau, Romero, Otiniano, & Olivo, 2017) and on the consulted literature. The prevention program "Yo decido" ("I decide" in English) consists of six sessions of ninety minutes each. The program seeks to achieve the objectives through different activities: role playing, case analysis, group discussion, dynamics and games.

Session	Objectives
S1: Learning to make decisions	<ul style="list-style-type: none"> Understand the importance of making good decisions. Learn the steps to make good decisions.
S2: It's ME who decides	<ul style="list-style-type: none"> Identify medium-term goals and analyze behaviors that help to get closer/away from their goals. Understand the importance to be one self who makes the decisions according to your goals. Identify situations in which peers pressured them to make a bad decision.
S3: Myths and truths about Marijuana	<ul style="list-style-type: none"> Recognize information we receive is not always true. Learn reliable information about marijuana.
S4: Reinforcing what we know about marijuana	<ul style="list-style-type: none"> Question their myths about marijuana. Reinforce the information received about marijuana.
S5: Learning to be assertive	<ul style="list-style-type: none"> Learn about the different types of communication: aggressive, passive and assertive. Identify different types of communication. Learn to face everyday situations assertively.
S6: Strategies to say "no"	<ul style="list-style-type: none"> Learn to say "no" assertively, through three techniques. Recognize that you can say "no" to a drug offer assertively.

PILOT OF THE PROGRAM (2018)

METHOD

Participants

- 55 students - 13 to 17 years (M = 14.20; SD = .94)

	Prevalence of life	First consumption
Alcohol	71%	M=12.38; SD = 2.23
Tobacco	20%	M = 13.33; SD = 1.23
Marijuana	1 student	13

- 20% have been offered marijuana in the last year.
- 20% are curious to try it.

Measures

The questionnaires measured the central constructs on which the program focuses:

- Assertive behavior: ADCA-1 (García & Magaz, 1992)
- Expectations of the effects of marijuana use: MEEQ (Schafer & Brown, 1991)
- Self-efficacy for the rejection of consumption: DURSE (Carpenter, 2006).
- Decision-making: Melbourne Decision Making Questionnaire (DMQ-II)

Procedure

The protocol was applied before and after the implementation of the program. As a request of the principal, the application had to be made by the psychologist of the school. Only the protocols that had no missing data were selected for the analysis (n=20).

RESULTS

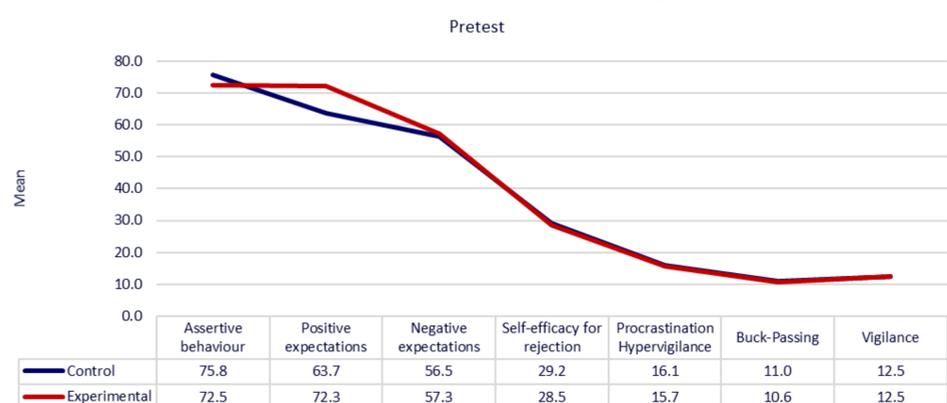
- Students reported that their **knowledge about marijuana increased** (Mdn_{pre}=2.5; Mdn_{post}= 3; Z=-2.71; p=.01; r of Rosenthal=.44).
- Positive expectations** towards the effects of marijuana **decreased** (Mdn_{pre}=61; Mdn_{post}= 56; Z=-1.89; p=.06; r of Rosenthal = .40) in students who attended all the sessions of the program (n=11)

EVALUATION OF THE PROGRAM (September – October 2019)

Participants

	Experimental (n=47)	Control (n=53)
Sex	M: 34% F: 66%	M: 47% F: 53%
Age	M=14.19; SD = .95	M=14.28; SD = 1.05
Alcohol use (age first use)	66% (M=13.13; SD=1.75)	66% (M=12.62; SD=1.3)
Tobacco use (age first use)	4.3% (M=13.5; SD= .71)	15% (M=13.5; SD=.54)
Marijuana use (age first use)	1 student (14)	1 student (14)

There are no significant differences between groups in the analyzed variables, except for positive expectations. The experimental group has a higher mean (Z=-3.12; p=.002).



CONCLUSIONS

- In the pilot, the program has presented interesting results. Is important to highlight that when students have attended all six sessions of the program, better results are found.
- This year is taking place the evaluation of the program with a control group, which is very similar to the experimental group.

DECLARATION OF INTEREST

There are no conflicts of interest.

ACKNOWLEDGMENTS

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