

OurFutures: A suite of universal evidence-based eHealth programs to prevent substance use and mental ill-health among adolescents

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Disclosure statement

Nicola Newton and Maree Teesson are the directors of Climate Schools Pty Ltd. An Australian company set up in 2015 to distribute the online Climate Schools programs (now known as *OurFutures*)





OUR *Futures*

Universal, evidence-based prevention education for secondary school students; empowering them to make positive choices to improve their health and wellbeing.

Five interactive modules

Year
8

Alcohol (~13-14 yrs)

Year
8/9

Alcohol & Cannabis (~13-15 yrs)

Year
9/10

Cannabis & Psychostimulants (~14-16 yrs)

Year
10

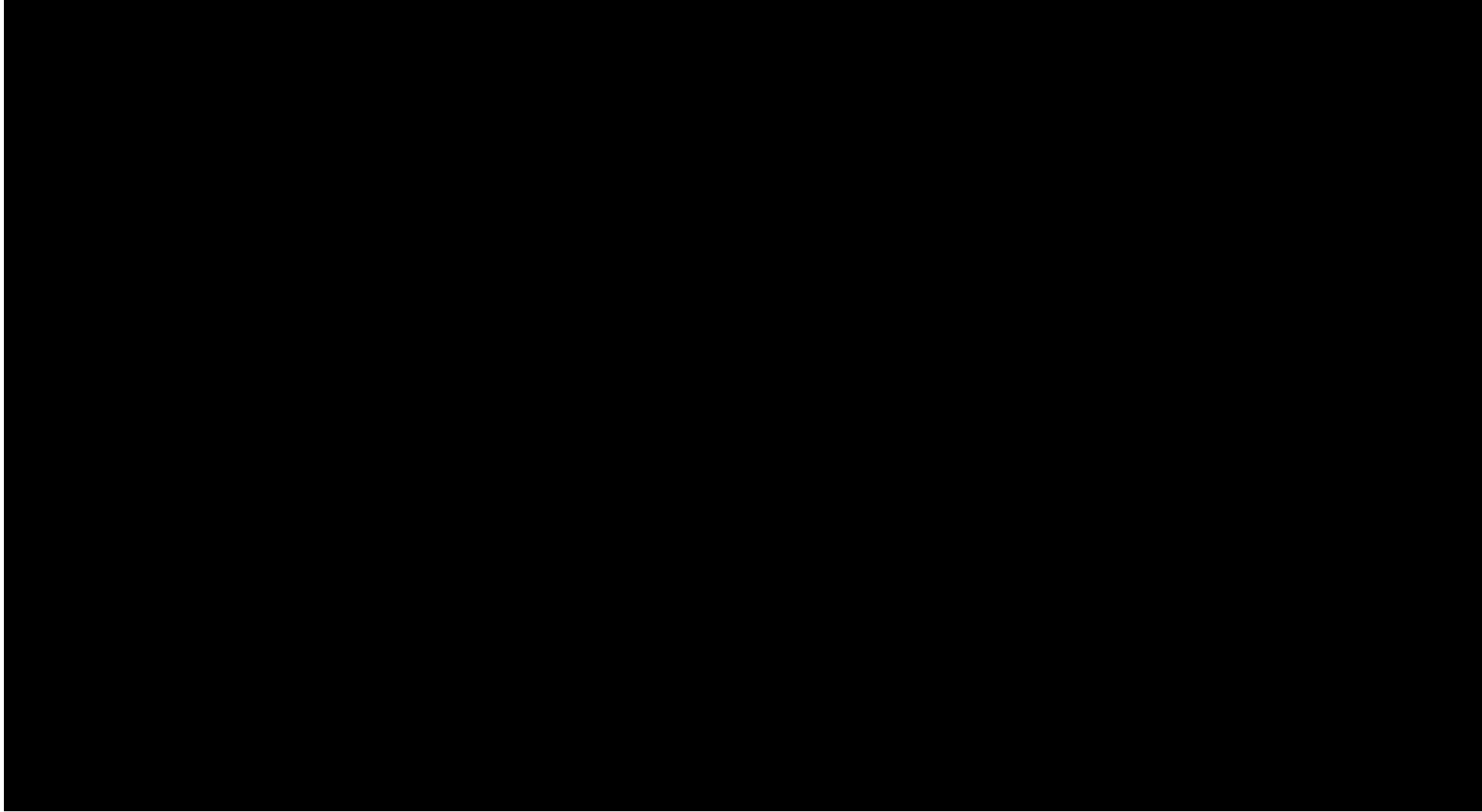
MDMA & Emerging Drugs (~15-17 yrs)

Year
8/9/10

Mental Health (~14-16 yrs)



Interactive cartoon storylines



3) What are some strategies to help you to fall asleep better at night?

- A Read a book
- B Dim bedroom lights
- C Take a bath or shower
- D All of the above



Interactive quizzes

Lesson summaries

STUDENT SUMMARY

METHAMPHETAMINE

What is the difference between amphetamine and methamphetamine?

Methamphetamine is a chemical compound which is very closely related to amphetamine, but stronger. Amphetamine was common in Australia in the early 1990s, but now what you buy on the streets is almost always methamphetamine.

How is methamphetamine made?

Methamphetamine is a synthetic or man-made drug which is typically made in backyard laboratories and sold illegally. However, certain types of amphetamines are made by pharmaceutical (medicine) companies and can legally be prescribed by a doctor to treat different medical conditions.

These over-the-counter amphetamines will be briefly covered at the end of this section. The remainder of this section will address those forms of the drug which are illegal.

Methamphetamine and the law

Unless amphetamines are prescribed for a person by a medical practitioner, possessing, making or selling amphetamine/methamphetamine is against the law. Methamphetamine and the law will also be covered in greater detail in lesson 6.

What are some of the different names for methamphetamine?

There are many different names used for methamphetamine, including

BASE SPEED
METH P SHABU
ICE P CRYSTAL



Individual or group activities

How to put someone in the recovery position

If a person is unconscious, or non-responsive but breathing, they should be placed in the recovery position while waiting for help to arrive. If they are left lying on their back they could suffocate on their vomit or their tongue could block their airway. Putting someone in the recovery position will help to keep the airways open.

To place someone in the recovery position:



- 1 Kneel beside the person
- 2 Straighten their arms and legs.
- 3 Fold the arm closest to you over their chest.
- 4 Get the leg closest to you and bend the knee.

Evidence base behind OurFutures

8 RCTs in Australia (6 complete, 2 ongoing)

- 240 schools and > 21,000 students have participated across NSW, WA, VIC, ACT, QLD
- 47 peer-reviewed papers

1 pilot trial in the UK

- 222 students and 11 teachers in London
- Found to be feasible and acceptable in the UK.

The University of Sydney
The Matilda Centre for Research in Mental Health and Substance Use

Internet-based prevention for alcohol and cannabis use: final results of the Climate Schools course

Nicola C. Newton¹, Maree Teesson¹, Laura E. Vogl¹ & Gavin Andrews²

University of New South Wales, National Drug and Alcohol Research Centre, Sydney, NSW, Australia¹ and University of New South Wales, Clinical Research Unit for Anxiety and Depression, St Vincent's Hospital, Sydney, NSW, Australia²

Research

ANZJP

A cross-validation trial of an Internet-based prevention program for alcohol and cannabis: Preliminary results from a cluster randomised controlled trial

Australian & New Zealand Journal of Psychiatry
2016, Vol. 50(1) 64–73
DOI: 10.1177/0004867115577435

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SAGE

Katrina E Champion, Nicola C Newton, Lexine Stapinski, Tim Slade, Emma L Barrett and Maree Teesson

Vogl et al. Substance Abuse Treatment, Prevention, and Policy 2014, 9:24
<http://www.substanceabusepolicy.com/content/9/1/24>



RESEARCH

Open Access

A universal harm-minimisation approach to preventing psychostimulant and cannabis use in adolescents: a cluster randomised controlled trial

Laura Elise Vogl¹, Nicola Clare Newton^{2*}, Katrina Elizabeth Champion² and Maree Teesson²

Abstract

Background: Psychostimulants and cannabis are two of the three most commonly used illicit drugs by young Australians. As such, it is important to deliver prevention for these substances to prevent their misuse and to reduce associated harms. The present study aims to evaluate the feasibility and effectiveness of the universal computer-based Climate Schools: Psychostimulant and Cannabis Module.

Methods: A cluster randomised controlled trial was conducted with 1734 Year 10 students (mean age = 15.44 years; SD = 0.41) from 21 secondary schools in Australia. Schools were randomised to receive either the six lesson computer-based Climate Schools program or their usual health classes, including drug education, over the year.

Results: The Climate Schools program was shown to increase knowledge of cannabis and psychostimulants and decrease pro-drug attitudes. In the short-term the program was effective in subduing the uptake and plateauing the frequency of ecstasy use, however there were no changes in meth/amphetamine use. In addition, females who received the program used cannabis significantly less frequently than students who received drug education as usual. Finally, the Climate Schools program was related to decreasing students' intentions to use meth/amphetamine and ecstasy in the future, however these effects did not last over time.

Conclusions: These findings provide support for the use of a harm-minimisation approach, and computer technology

Results



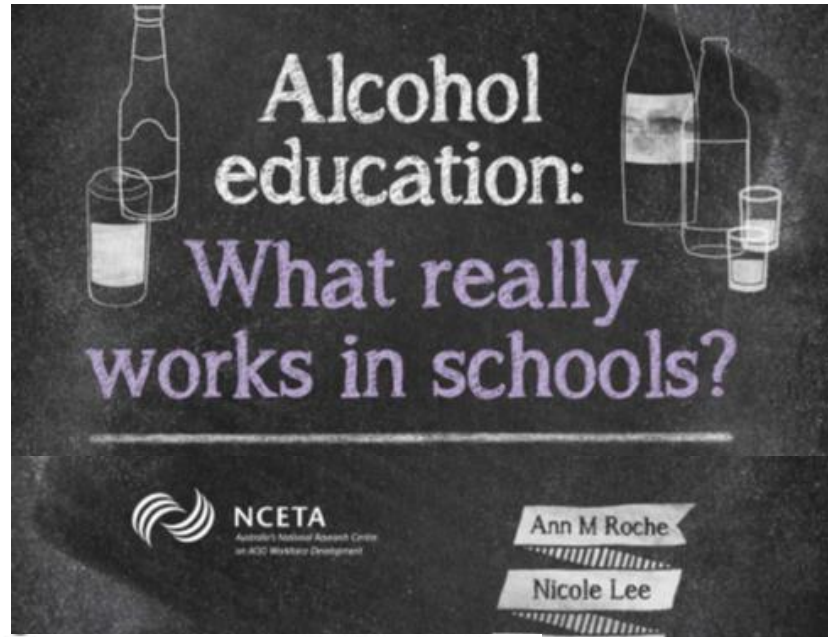
Results

Students and teachers have rated the programs positively:

- 93% of students found the cartoon stories an **enjoyable and interesting way to learn**
- 93% of students thought the information in the program was **easy to understand, to learn and to remember**
- 95% of teachers rated the **educational quality** of the program highly
- 88% of teachers rated the program as **better than other substance use and mental health programs**



Reviews



Original Article

What works in school-based alcohol education: A systematic review

Nicole K Lee^{a,b}, Jacqui Cameron^{a,c}, Samantha Battams^{d,e} and Ann Roche^a

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^bNational Drug Research Institute (NDRI), Curtin University, Perth, WA, Australia

^cDepartment of General Practice, University of Melbourne, Melbourne, VIC, Australia

^dTorrens University Australia, Adelaide, SA, Australia

^eSouthgate Institute for Health, Society and Equity, Flinders University, Adelaide, SA, Australia

HEJ

Health Education Journal

2016, Vol. 75(7) 790–798

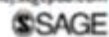
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DOI: 10.1177/0017896915612227

hej.sagepub.com



Ann M Roche

Nicole Lee

Jacqui Cameron



Evidence Summary:
Public health interventions in response to substance misuse (drugs) to support parents, their children and young people up to 25 years

Primary Substance Use Prevention Programs for Children and Youth: A Systematic Review

Melissa Tremblay, PhD,^a Lola Baydala, MD,^b Maria Khan, MEd,^a Cheryl Currie, PhD,^a Kirstyn Morley, MEd,^a Caitlin Burkholder, MSc,^b Riley Davidson, MD,^b Amanda Stillar, PhD^a

CONTEXT: An updated synthesis of research on substance abuse prevention programs can promote enhanced uptake of programs with proven effectiveness, particularly when paired with information relevant to practitioners and policy makers.

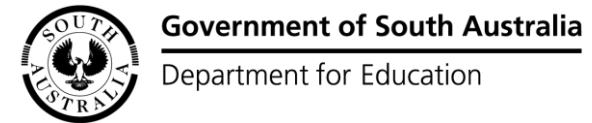
OBJECTIVE: To assess the strength of the scientific evidence for psychoactive substance abuse prevention programs for school-aged children and youth.

DATA SOURCES: A systematic review was conducted of studies published up until March 31, 2020.

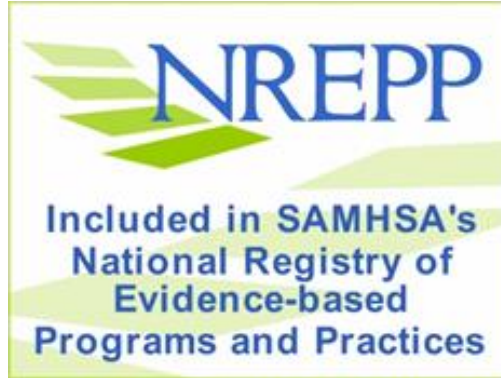
STUDY SELECTION: Articles on substance abuse prevention programs for school-aged children and youth were independently screened and included if they met eligibility criteria: (1) the

[abstract](#)

External recommendations and endorsement



Translation into policy



UNODC

United Nations Office on Drugs and Crime



World Health Organization



UNITED NATIONS

Educational, Scientific, Cultural Organization

NICE National Institute for Health and Care Excellence



acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY



Queensland Mental Health Commission
Improving the mental health and wellbeing of Queenslanders

<https://ourfutures.education>

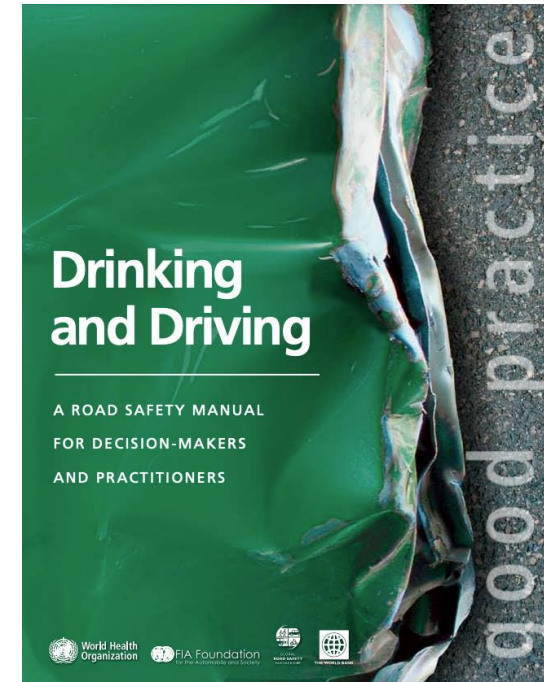
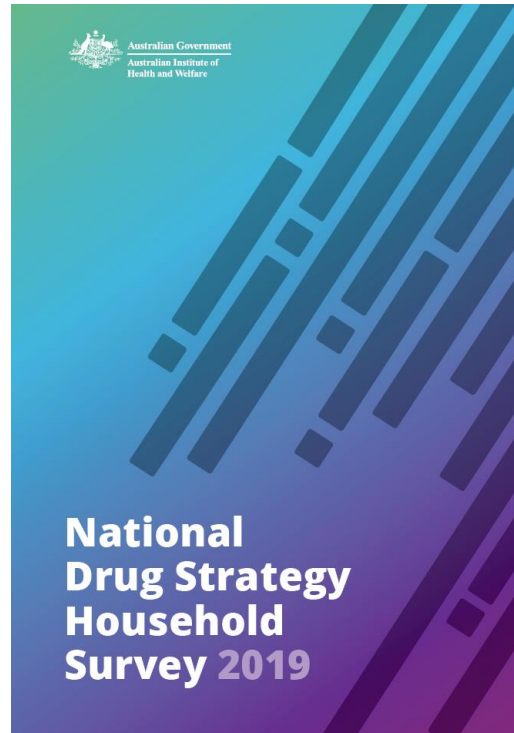
- Reached >1,300 schools/other organisations (>36,000 young people)



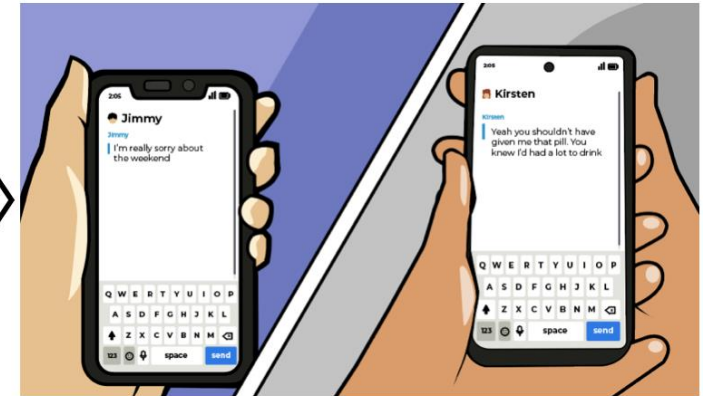


OUR *Futures*

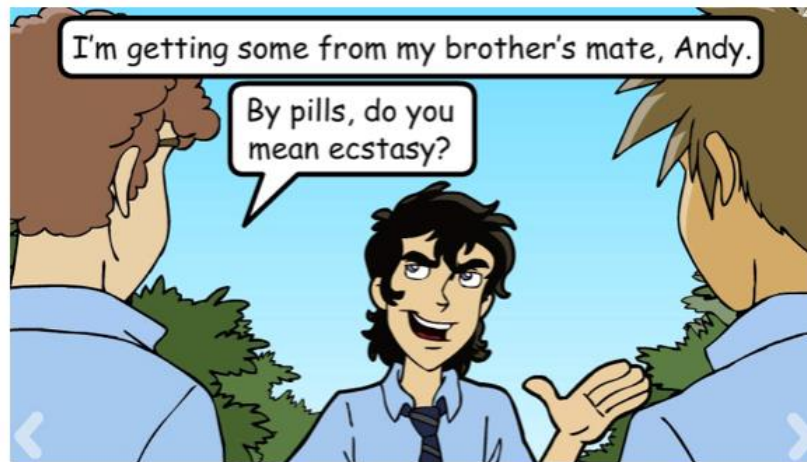
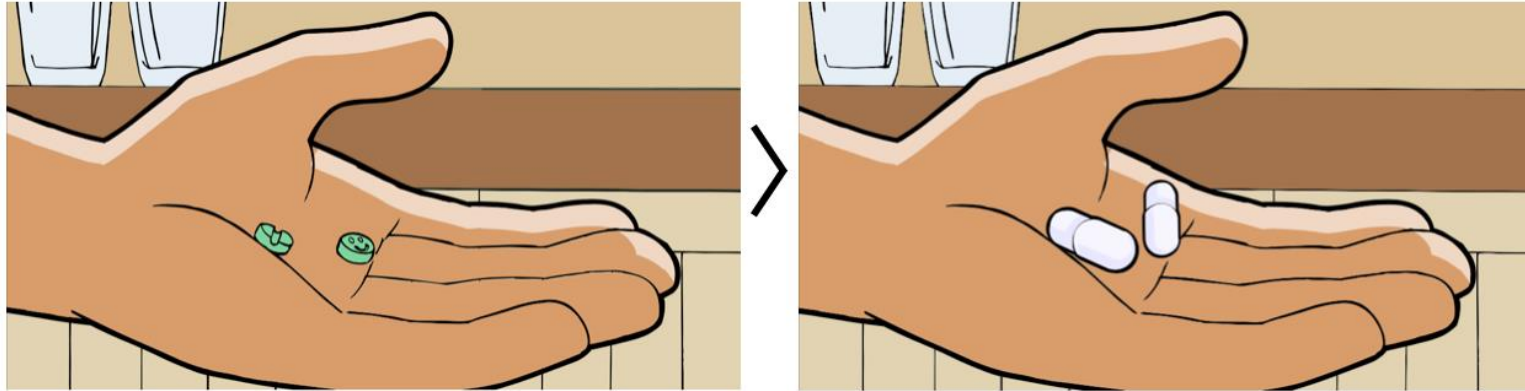
OurFutures updates – evidence and guidelines



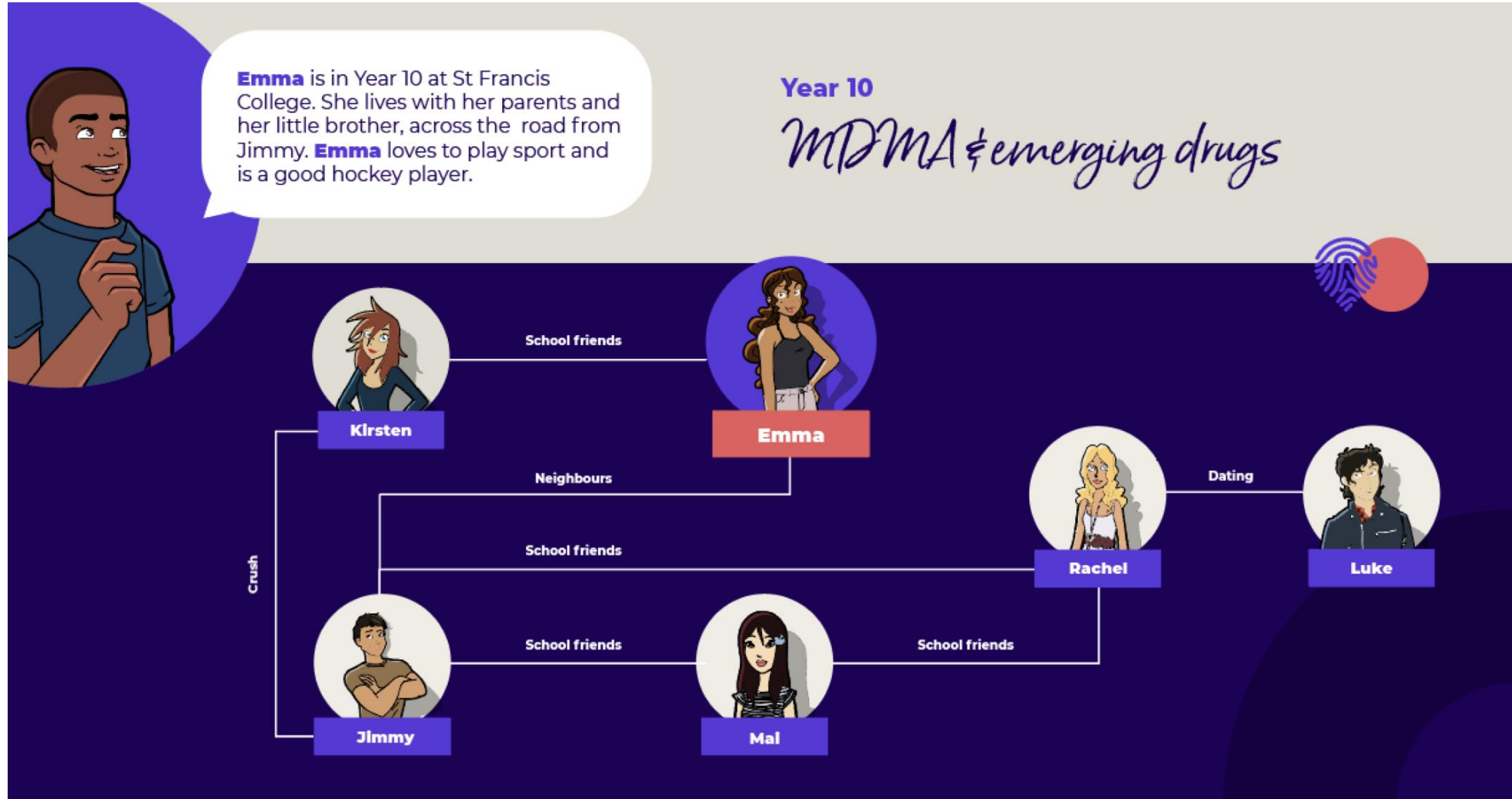
OurFutures updates - cartoon graphics



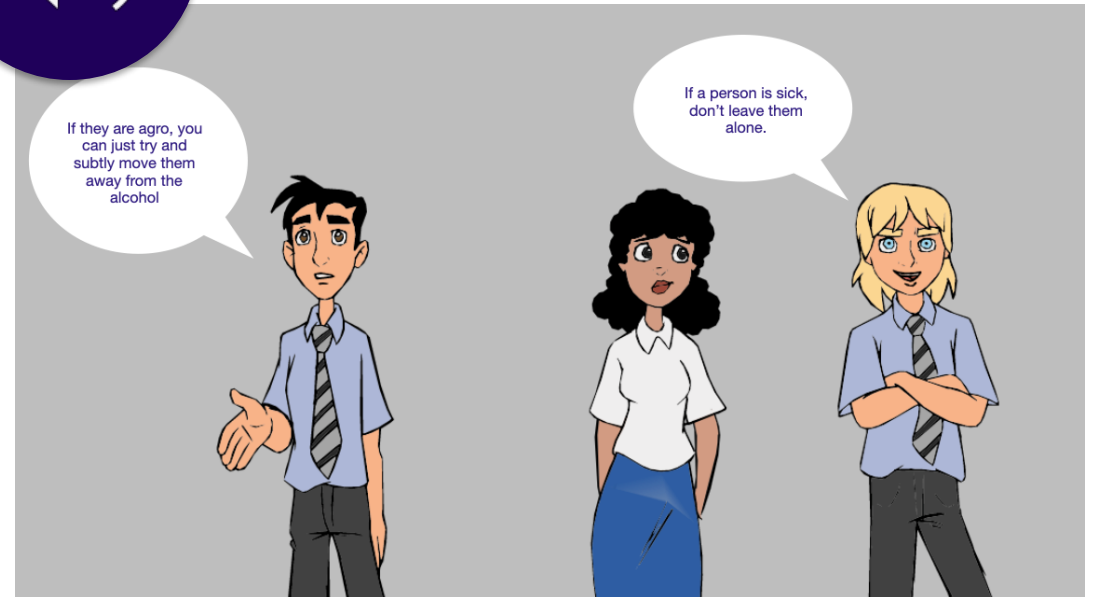
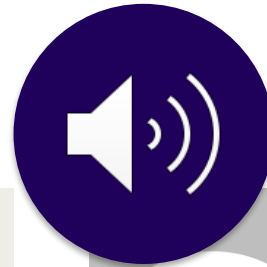
OurFutures updates - scripts



OurFutures updates - backstories



OurFutures updates – voiceovers



OurFutures updates – interactive activities

MDMA & emerging drugs



Jimmy is in Year 10 at Seagrove High School. He is a good soccer player and one day wants to play for the Socceros. Next year he's hoping to make the first grade team at school. Jimmy likes to stay healthy and it's important for him to keep fit so that he plays well on the field. Once Jimmy finishes Year 12, he wants to travel and work overseas for a bit. At his party on the weekend, Jimmy drank too much alcohol. Although he doesn't usually take drugs, he also ended up taking a cap that Luke gave him.

What are some of Jimmy's goals in life?

Add new response

If Jimmy continues to use MDMA or emerging drugs, like he did at his party, how might this impact on him achieving his goals?

Add new response

What can Jimmy do to increase his chances of achieving his goals?

Add new response



Save & return later

Continue



About us

Modules we offer

The evidence

Contact



Modules and planning resources

Manage students

Student progress

Marking centre

Manage teachers

Teacher discussion board

Billing

Home / Drinks chart

Standard drinks chart



Wine



Powered by MIND

Beer & cider

OurFutures updates – teacher discussion board



Home / Discussion Board

Teacher discussion board

Create a post

Alcohol & Cannabis

Here's a great resource I used with my Year 8 students!



Display my name



Display school name



Publish



Capture1.pdf ready to be uploaded

Explore posts

Search all posts...

All posts



Search

Topics

- Alcohol
- Alcohol & Cannabis
- Cannabis & Psychostimulants
- Mental Health
- MDMA & emerging drugs

Filter

View all

/ Test school posted in Alcohol

09/02/21 at 10:54 AM

TEST POST for timestamp

Add/see comments (0)

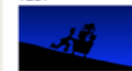


Likes

Lyra.Egan / default posted in Alcohol

27/01/21 at 06:28 PM

TEST



Add/see comments (0)



Likes

Lyra.Egan / default posted in Alcohol

27/01/21 at 05:45 PM

Testing site posts - teacher alcohol module typo shows up?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed quis nisi ex dapibus tempor. Praesent non varius libero. Pellentesque habit...

Read more

Add/see comments (1)



Likes

Lyra.Egan / default posted in Alcohol

27/01/21 at 04:10 PM

TEST



Likes

OurFutures updates – student rewards

The screenshot shows the OurFutures website interface. At the top left is the 'OUR Futures' logo. Navigation links include 'About us', 'Modules we offer', 'The evidence', and 'Contact'. A user profile section shows 'Your modules' and 'Logout' buttons. The main content area features a purple header with the breadcrumb 'Home / MDMA & Emerging drugs / Lesson 4 Completion'. Below this, a large green circle with a white '4' and a graduation cap icon is centered, with the text 'Lesson complete!' above it. A 'Complete Evaluation' button with a right-pointing arrow is positioned below the icon. A sidebar on the right contains icons for chat, volume, accessibility, and a fingerprint icon. At the bottom left, there are links for 'Privacy policy' and 'About us'.

The screenshot displays a student dashboard for the 'MDMA & Emerging drugs' module. On the left is an illustration of a diverse group of young people. The main area features the module title in a cursive font and a green circular progress indicator showing '100%'. Below this, the text 'Lesson completion' is followed by four green icons representing lessons 1, 2, 3, and 4, all of which are filled. A 'Certificate' button with a download icon is located below the lesson icons. At the bottom left, there is a 'Review' button, and at the bottom right, a large blue arrow button pointing right.

The screenshot shows a 'Certificate of Completion' document. At the top left is the 'OUR Futures' logo. On the top right is a circular logo with blue and red segments. The title 'Certificate of Completion' is written in a large, elegant cursive font. Below the title, it says 'Awarded to' followed by the name 'John Doe' in a bold, sans-serif font. Underneath the name, it reads 'for the OurFutures' and 'MDMA & Emerging Drugs Module'. At the bottom of the certificate, there is an illustration of the same diverse group of young people seen in the dashboard screenshot. To the right of the illustration, a large dark blue circle contains the year '2022' in white text.

OurFutures updates – multilingual translation



Dashboard

Logout

About us

Modules we offer

The evidence

Contact

Modules & planning

Students

Teachers

Billing

Home /Modules & planning /Alcohol /Alcohol - Lesson 1 - Teacher summary

Teacher summary

Alcohol: Lesson 1



Alcohol and the Law

- The legal drinking age in Australia is 18.
- It is generally illegal to sell or supply alcohol to a person under the age of 18 (minor).

However, in all Australian states and territories, in premises which are not licensed or restricted (e.g. at home):

- **A parent or guardian** can supply alcohol to their own child (minor), or
- **A responsible adult authorised by a parent or guardian** can supply alcohol to that child (minor).
- In most Australian states and territories, **it is illegal for minors to possess or consume any alcohol in a public place, however, this rule does not apply in NSW, SA**



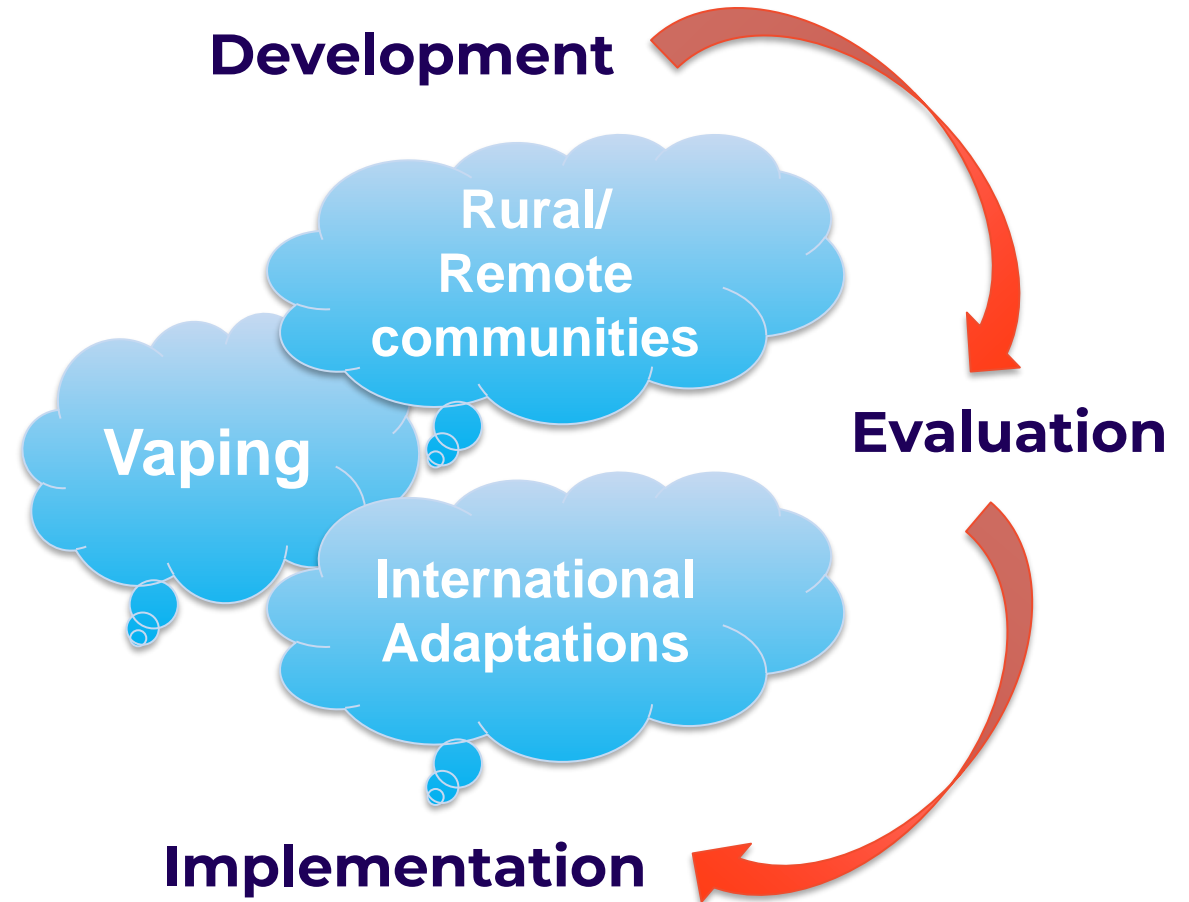
Where to next?

New trials



Future plans

Development



Evaluation

Implementation



Thank you

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