Preventing Youth Marijuana Use: Changing Perception of Risk

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Today We Will:

• Explain why we are focusing on *youth* marijuana use.
• Review how attitudes, beliefs, and norms about marijuana influence its use among youth.
• Highlight interventions that prevent youth marijuana use.
• Describe how social influence theories may inform the development of new and innovative youth marijuana prevention programs.
• Showcase how one state has sought to reduce youth marijuana use by addressing attitudes, beliefs, and norms about marijuana.
Caveats and Considerations

• This presentation focuses on preventing marijuana use among youth aged 12 to 17

• This presentation will not address:
  o Marijuana use among young adults aged 18 to 20
  o Adult marijuana use
  o Community, state, or national policy
The Changing Landscape

State Marijuana Laws Map

Marijuana Legalization Status
- Medical marijuana legalized
- Marijuana legalized for recreational use
- No laws legalizing marijuana
Why *care* about youth marijuana use?
Past-Month Marijuana Use Among High School Youth, by Gender: Percentages, 2003-2013

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</tr>
<tr>
<td>2013</td>
<td>25</td>
<td>21.9</td>
<td>23.4</td>
</tr>
</tbody>
</table>

Lifetime Marijuana Use Among High School Youth by Gender: Percentages, 2003-2013

Perception of Risk, Nationally

Percentage of Persons Aged 12 to 17 Perceiving Great Risk from Smoking Marijuana Once a Month: 2004-05 to 2012-13

Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health, 2004–2013.
How would you describe the problem of youth marijuana use in your community?
Please Note:

This presentation highlights research findings related to the prevention of youth marijuana use. It does not endorse the selection of any specific strategy to address this problem.

Questions related to funding allocation and the approval of interventions or strategies should be directed to the funding agency.
Preventing Youth Marijuana Use: Our Road Map

Youth Marijuana Use and Related Behaviors

Risk and Protective Factors

Interventions
What are you seeing?

Which factors are influencing youth marijuana use in your community?
Highlights of Risk and Protective Factors Related to Perceptions of Harm

Handout: Overview of CAPT Tools on Youth Marijuana Use
Positive attitudes toward marijuana use

Intention to use marijuana

Belief that marijuana use will relieve tension and help relax

Positive attitudes towards drugs

Perception of greater availability of marijuana
Family Relationship

- Family history or current family use of marijuana (parents have ever used)\(^6\)
- Low parental monitoring\(^7,\,8\)
Peer Relationship

- Having friends who use marijuana\textsuperscript{9,10,11,12,13}
- Perceived use of marijuana among friends\textsuperscript{14}
Community Risk Factors

- Community norms favorable to substance use$^{15}$
- Community law enforcement permissive of substance use$^{15}$
- Availability of marijuana$^{16,17}$
Protective Factors

- Intention not to use marijuana\textsuperscript{1}
- Parental monitoring and youth perception of monitoring\textsuperscript{18,19,20,21,22}
- Having fewer friends who use marijuana\textsuperscript{21}
- Having parents and peers who disapprove of marijuana use\textsuperscript{23}
- Perception that friends “do what is right”\textsuperscript{24}
- Neighborhood cohesion\textsuperscript{25}
- Traditional religious beliefs and practices\textsuperscript{26}
Risk and Protective Factors Associated with Youth Marijuana Use

Using Prevention Research to Guide Prevention Practice

SAMHSA’s Center for the Application of Prevention Technologies June, 2014
Preventing of Youth Marijuana Use: Our Road Map

- Youth Marijuana Use and Related Behaviors
- Risk and Protective Factors
- Interventions

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What are you implementing?

Which programs or strategies are you implementing to target perceptions of harm and/or social norms related to youth marijuana use?
Evidence-Based Programs: Examples

Programs with outcomes related to perception of harm:

- **Hip-Hop 2 Prevent Substance Abuse and HIV (H2P)**\(^27\)
  [http://legacy.nreppadmin.net/ViewIntervention.aspx?id=84](http://legacy.nreppadmin.net/ViewIntervention.aspx?id=84)

- **Keep a Clear Mind (KACM)**\(^28,29\)

- **Smart Leaders**\(^30\)
Programs with outcomes in relation to attitudes and beliefs:

• Midwestern Prevention Project $^{31,32}$
  

• Red Cliff Wellness School Curriculum$^{33}$
  
  http://legacy.nreppadmin.net/ViewIntervention.aspx?id=182
Influencing School and Community Norms Favorable to Marijuana Use

Strategies include anti-marijuana advertising and in-school marketing and communications campaigns. Examples include:

- **Above the Influence**\(^{34,35,36}\)
  - Reduced 30-day use, 8th grade girls only
  - Reduced upward use trends among sensation seekers.

- **Be Under Your Own Influence**\(^{37}\)
  - Fewer marijuana users in intervention schools
Implementing a Combination of Strategies

Selected Risk or Protective Factor

- Intervention #1
- Intervention #2
- Intervention #3
Implementing a Combination of Strategies

Perception of Harm

Keep a Clear Mind

District-wide Social Marketing Campaign

Project Success
Scare Tactics/Fear Appeals

• Diverse perspectives and disagreement on influence of fear appeals on attitudes, intentions and behavior

• Important aspects of fear appeals communications:
  o Type of message
  o Audience characteristics
  o Recommended behavior
  o Ethical considerations
CAPT Resources

**CAPT Decision Support Tools**

**Strategies and Interventions to Prevent Youth Marijuana Use: An At-a-Glance Resource Tool**
Using Prevention Research to Guide Prevention Practice
SAMHSA's Center for the Application of Prevention Technologies
June, 2014

**CAPT Decision Support Tools**

**Risk and Protective Factors Associated with Youth Marijuana Use**
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June, 2014
What if evidence-based strategies don’t yet exist?
When There’s Lack of Evidence . . .

Consider the following:

- Effective strategies for other substance use issues (e.g., underage drinking)
- Theories that can inform your prevention planning
- Lessons learned from the implementation of new prevention practices for other substances
Effective Strategies for Other Substances, and New Practices

• Social marketing campaign targeting low perception of harm from alcohol use

• Lessons learned from tobacco and alcohol use prevention to create initiatives addressing youth marijuana use
Theories that Can Inform Prevention Planning

- Social learning theory
- Social cognitive theory
- Social identities
- Social comparison theory
- Diffusion of innovations
- Social capital
An Example: Social Networks

- How do social networks create and enforce norms related to marijuana?
- What social networks are you most interested in influencing?
- How strong are online social networks?

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Youth Marijuana Use Declines in Maine
Moving Forward

How can we **use** the information discussed today to build on the approaches we are already using to prevent youth marijuana use?
Questions?
If you have questions or comments, please don’t hesitate to contact:

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(617) 618-2338
Available Resources: CAPT Tools

• Risk and Protective Factors Associated with Youth Marijuana Use
  http://www.samhsa.gov/capt/sites/default/files/resources/risk
  protective-factors-marijuana-use.pdf

• Strategies and Interventions to Prevent Youth Marijuana Use: An At-a-
  Glance Resource
  http://www.samhsa.gov/capt/sites/default/files/resources/prevent-
  youth-marijuana-use-tool.pdf

• Prevention Programs That Address Marijuana Use
  http://www.samhsa.gov/capt/sites/default/files/resources/prevention-
  youth-marijuana-use.pdf
Available Resources (Cont.)

- Preventing Youth Marijuana Use: An Annotated Bibliography

- Youth Marijuana Use: Consumption Consequence, and Risk and Protective Factor Data Sources

- Applying SAMHSA’s Strategic Prevention Framework (Steps 1-3) to the Prevention of Youth Marijuana Use (handout)
Accessing these Tools

- These tools are available to the general public on the CAPT area of the SAMHSA website (samhsa.gov/capt).
- Look under Grantee Stories, Tools, and Other Resources text.)


Citations


