

Stanford REACH Lab's Safety First: A Comprehensive, Harm Reduction-based, Drug Intervention Curriculum for Middle and High school Students

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REACH Lab

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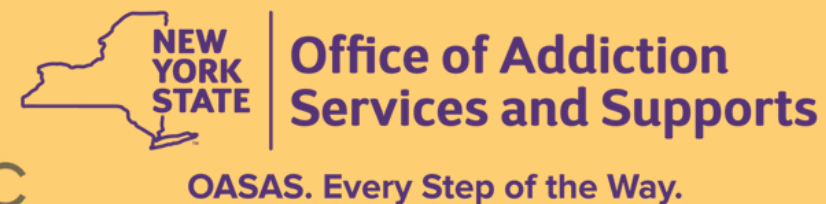
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Stanford REACH LAB's Safety First: A Comprehensive, Harm Reduction-based, Drug Intervention Curriculum

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Labor Acknowledgement

The United States was built on the exploited labor of kidnapped Africans. Our country's culture, economic growth, and development stem from the labor of enslaved Africans and their descendants, who suffered through trans-Atlantic trafficking, chattel slavery, and Jim Crow. We honor this labor, recognizing that our nation was established by enslaved individuals brought from Africa and the ongoing contributions of their descendants. We also acknowledge all migrant and indigenous labor, including voluntary, involuntary, trafficked, forced, and undocumented individuals who have helped build the country and continue to contribute to our workforce.



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Research and Education to Empower Adolescents and Young Adults to Choose Health

The **Stanford REACH Lab** includes staff, researchers, consultants, and the **Youth Action Board (YAB)** of high school and college students nationwide who are dedicated to changing the culture of substance use, empowering youth in health, and advocating for policy change.



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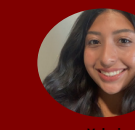
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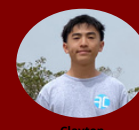
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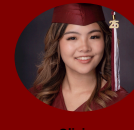
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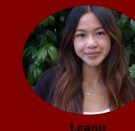
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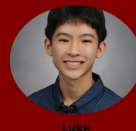
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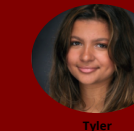
Learn



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Shelby



Tyler



Jada



Muhammed



Richard



Sarah



Ekrop



Isabella



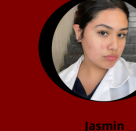
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Zack



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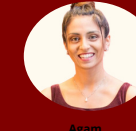
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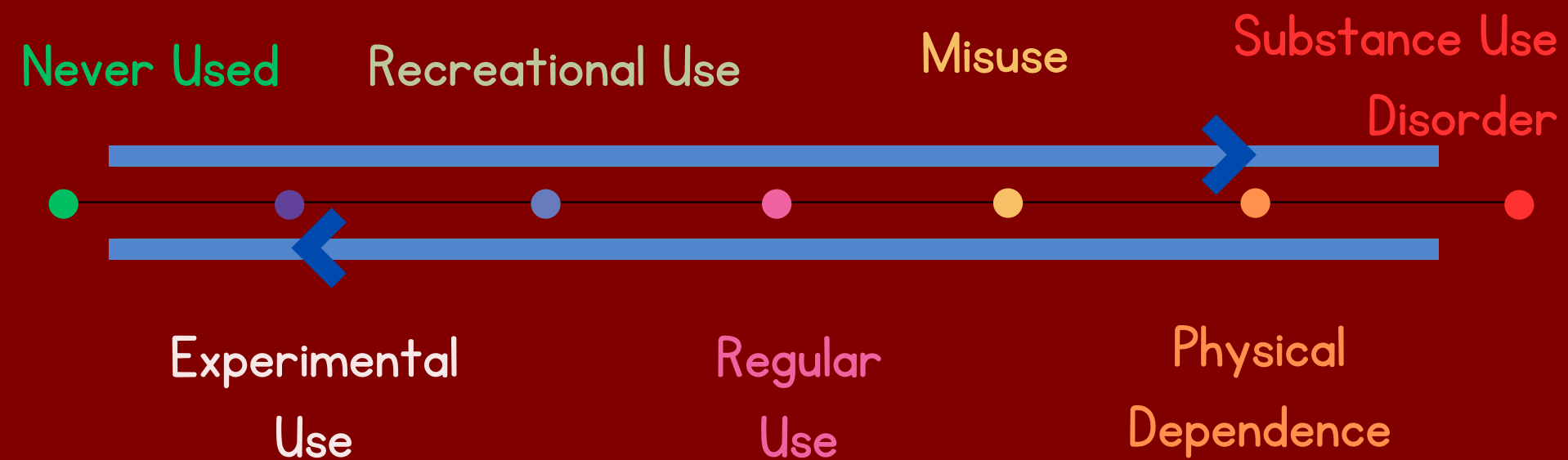


Andy

Drug Use Stigma & Health Equity

When discussing the negative effects of substance use, such as cannabis, fentanyl, or other drugs, we do not shame, judge, or hold negative perceptions of individuals who may use these substances. We acknowledge that stigma is a significant obstacle to accessing quality healthcare for people who use drugs.

THE CONTINUUM OF USE



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Person-centered Drug Education

A Comprehensive, Harm-Reduction Based, Drug Intervention Curriculum

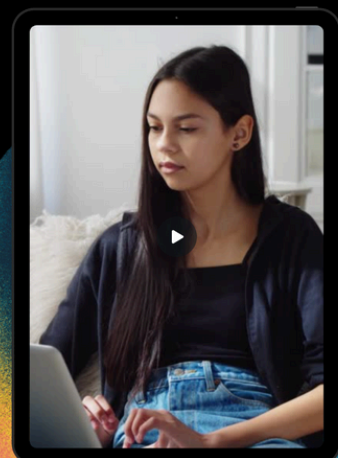
Mental Health and Self-Medication

- We may respond by choosing activities that we think will help us reduce the stress like using drugs.
- Self-medication is when someone uses substances to repeatedly and consistently deal with stress, anxiety, or other mental health issues



YOUR BRAIN IS AWESOME AND FULL OF POTENTIAL

- Help you figure out what activities you enjoy
- Allow you to learn new things
- Help you plan for the future
- Help you make thoughtful choices
- Put yourself in someone else's shoes
- Help you become the person you want to be



DRUG ADULTERATION

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- Cocaine, meth, and other prescription pills are most likely to have fentanyl contamination!

Reflection Discussion:

Did finding out that one pitcher had an undesirable substance affect your choice in selecting a pitcher?



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We create curricula based on how adolescents learn and make decisions based on factual science. We keep teens safe by empowering them to make informed choices and meeting them where they are.

SOURCES OF MISINFORMATION

SHARE EXAMPLES OF GROUPS WHO MAY HAVE AN AGENDA TO SKEW INFORMATION ABOUT DRUGS



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Safety First is comprised of 13 lessons on alcohol, fentanyl/opioids, hallucinogens, and other drugs.

Safety First Does:

- **See sobriety or no-use as an important and primary strategy in reducing drug harms.**
- **Empower teens to make healthier choices by providing them with accurate information.**
- **Recognize that some teens will try drugs.**
- **Encourage teens to take steps to reduce the potential harms of drug use.**

Safety First Does Not:

- **Encourage or condone teen drug use.**
- **Teach teens how to use drugs**
- **Judge teens who use drugs.**

WHAT IS MEDIA LITERACY

Media literacy is the ability to identify different types of media and understand the messages they're sending.

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DRUG KNOWLEDGE: PHARMACEUTICAL AMPHETAMINE

HARM REDUCTION STRATEGY: DOSE AND DOSAGE

- Do not take prescription drugs that have not been prescribed to you.
- Do not share your prescription drugs with others.
- Adhere to your proper dose and dosage, if you are prescribed Adderall® or another prescription stimulant.
- Don't mix amphetamines with other drugs because unpredictable effects and the risk of harm is increased.

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DRUG USE, STIGMA, AND MENTAL HEALTH

Stigma: a mark of disgrace or shame associated with a person or group of people.

Stigmas can lead to people being stereotyped and discriminated against.

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01

Who is the source of the message?

02

How is it trying to get your attention?

03

Is the message fair and trustworthy?

04

How could this message be interpreted?

LET'S TALK ABOUT DRUGS AND YOUR BRAIN!

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GAIN DRUG KNOWLEDGE!

Everyone needs to know basic effects, risks, perceived and real benefits, and harms of drugs.

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ADOLESCENT BRAIN

BASAL GANGLIA
control of movements, learning, habit, cognition, and emotion

THALAMUS
regulation of sleep, consciousness, and alertness

HYPOTHALAMUS
controls body temperature, hunger, fatigue, sleep

AMYGDALA
memory, decision-making and emotional responses

HIPPOCAMPUS
memory, navigation

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A RESTORATIVE JUSTICE APPROACH IN SCHOOL DRUG POLICY

- Students participate in honest, science-based drug education that is balanced, interactive, and delivered in a way that involves full participation.
- Identify students who need those services; intervene through counseling and support groups.
- Offer intervention and assistance for students who need help with their substance misuse problems.
- It is up to the individual to decide how he or she will make things right with others and the school community. This teaches accountability while repairing damage.

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SET & SETTING

Set refers to someone's thoughts and emotions.

Setting refers to the physical and social environment.

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VELO COMMERCIAL

Velo nicotine pouches campaign for PRIDE 2023 in Austria.

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Reducing Harm among those using opioids

Dose and Dosage

- Using opioids not prescribed by a doctor is risky because they sometimes have other substances added.
- For example, some people have overdosed and died after unknowingly using heroin laced with the much stronger drug fentanyl!
- Even using opioids for a medical purpose with a prescription can be dangerous.

- DO NOT use opioids unless they've been prescribed to you.
- DO NOT give others your opioids.
- Use opioids ONLY according to a doctor's direction (dose and dosage).
- Be aware of ordering drugs online that could be adulterated.

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CLASS DISCUSSION:

Let's review your responses to the warm-up questions.

Why do you think people your age use drugs?

How do you think drugs are being used in your community?

What do you want to know about drugs?

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The REACH Lab Safety First Curriculum empowers youth to make informed decisions

Activity: Responding with Compassion and Empathy

Becca & Natasha



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Activity: Responding with Compassion and Empathy

Becca & Natasha



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Healthy Options for Coping with Stress

 Sleep
  Listen to Music
  Talk with a Friend
  Exercise

 Meditate
  Watch a Movie
  Paint
  Garden

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Distress (Negative Stress)

Overwhelmed by Homework



Simply having a bad day



Major Injuries



Financial Hardships



Heartbreak



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Think-Pair-Share

Knowing what you know now:

What would you do if a friend you know uses drugs... and offered you some?

Empathy

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Activity: Responding with Compassion and Empathy

Becca & Natasha

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- What did you see here?
- What is really happening?
- How relatable is this skit?
- Both characters in the video talked about ways to help their friend Sarah. Which of the two characters' messages would you find most helpful if you were Sarah? Why is that?
- What can you do about the situation with Sarah if she was your friend?

Eustress (Positive Stress)

Traveling



Getting your first job or internship!



Riding a Rollercoaster



Playing Sports



Watching a Scary Movie



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Self-Medication & Stress

Think-Pair-Share

What stresses may cause people your age to consider self-medicating?

Why might teens turn to drugs to cope with these stresses?


Why might a teen who uses drugs to self-medicate have a hard time asking for help?

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Move through your own tunnel

Your stress may make you **feel like you are moving through a dark tunnel.**

While you may feel lost at first, it is important to **take notice** of what is taking your body into this stressful state.


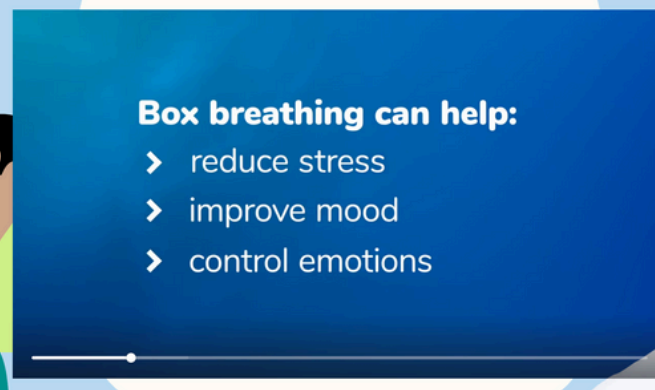


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Box Breathing

Box breathing can help:






- reduce stress
- improve mood
- control emotions

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Stress and the Body

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 Sleeping too little or too much or having low energy
  Physical symptoms like headaches or stomachaches
  Feeling unusually confused, on edge, or scared
  Sick more often than usual
  Inability to perform daily tasks

Managing Stress

Analyze where the stress is coming from and make the journey to a healthier you!



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The REACH Lab Youth Action Board developed this lesson!

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The goals of this evaluation are to:

- Describe the reach of the SF curriculum
- Determine whether Safety First changes students' attitudes and knowledge

SAFETY FIRST – REACH

Since the release of Safety First, our team has reached **305,665 youth**, conducted over **57 trainings**, and **trained over 1,961 educators** on this curriculum.



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METHODS

Sample: N=8,585 k-12 students across the U.S.

- 2,371 students (27.6%) completed the post-survey.



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METHODS— DATA DASHBOARD

Data Collection:

- The Safety First curriculum includes a Data Dashboard for online registration by schools and teachers. This gathers data on the types of schools (e.g., middle, high, colleges, universities) and their classrooms and teachers using Safety First. It also features pre- and post-curriculum surveys for students.
- The **Data Dashboard** enables educators and the Stanford REACH Lab team to track data on curriculum use rates. The study was deemed as program evaluation and not human subjects research by the IRB at Stanford University and thus was not subject to further IRB review.

VARIABLES

- Perceptions of drugs real and perceived risks and benefits; knowledge of drug health effects; intentions to use

DATA ANALYSIS

- Descriptive and Independent samples t-tests
- 1-tailed significance determined at $p < 0.05$



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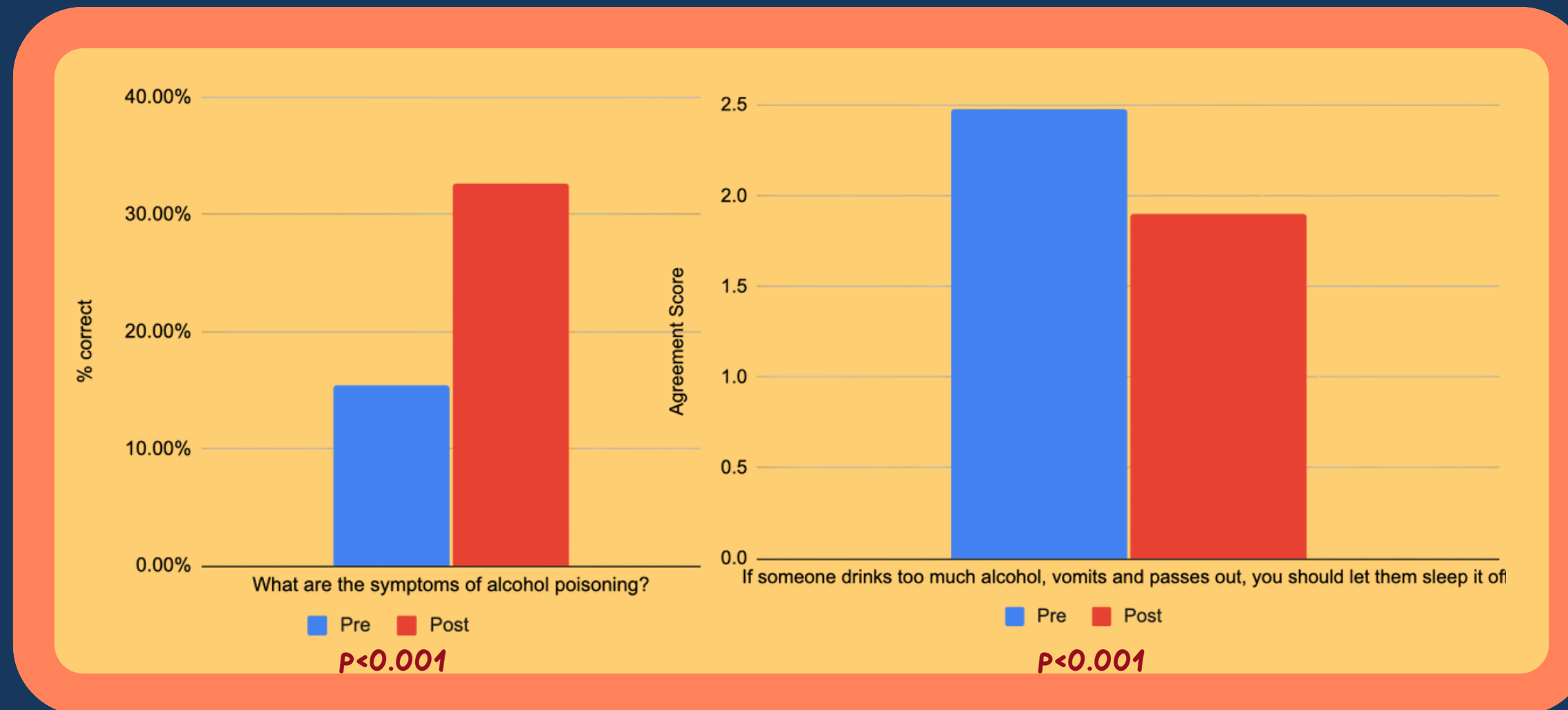
Preliminary Results: Changes in Perceptions



After the curriculum, students were more likely to agree that the safest path for teens is to avoid drugs ($p < 0.001$) and that young people need strategies to stay safe when encountering drugs ($p = 0.014$).

- More likely to perceive single-use ("disposable") vaping products as harmful to the environment ($p < 0.001$).
- More likely to perceive occasional use of cannabis as harmful to their health ($p = 0.027$).
- Less likely to agree that it is safe to use Adderall and other prescription stimulants to stay awake and study ($p < 0.001$).

Preliminary Results: Changes in Knowledge



After completing the curriculum, students were more likely to correctly identify signs of alcohol poisoning ($p < 0.001$), with a 17.2% increase in correct responses from the pre-test to the post-test.

After completing the curriculum, students were also less likely to agree that you should let someone sleep it off in the event of alcohol poisoning ($p < 0.001$).



Limitations

- Updating data dashboard
 - Fixing “bugs” in data collection
 - Updating survey questions with appropriate response scales
- Ceiling effects
 - Students’ knowledge/perception may have good knowledge of general drug use.
- Non-significant results for perceptions of harm related to daily cannabis use.
- Educator and student bandwidth to complete 13 lessons

Conclusions

- A harm reduction-based curriculum such as Safety First offers a holistic approach to teaching middle and high school students about drug use in an engaging and nonjudgemental way.
- Safety First provides youth with scientifically accurate information to empower them to quit and/or reduce harm should they choose to continue to use.

Thank You for Listening

The Stanford REACH Lab aims to expand and enrich our partnerships worldwide to advance global health equity.



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