



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكرو فيلم

بسم الله الرحمن الرحيم



MONA MAGHRABY



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جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

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**Psychosocial Intervention Program for
School Students for Protection against
Substance Abuse**

Thesis

*Submitted for Partial Fulfillment of Doctorate
Degree in Psychiatric Mental Health Nursing*

By

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2019**

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List of abbreviations

ACRA	:	Adolescent Community Reinforcement Approach
APA	:	American Psychiatric Association
BSFT	:	Brief Strategic Family Therapy
CBT	:	Cognitive Behavioral Therapy
FFT	:	Functional Family Therapy
GABA	:	Gamam Amino Buteric Acid
GHB	:	Gamma Hydroxy Butyrate
MDFT	:	Multi Dimensional Family Therapy
MDMA	:	Methylene Dioxy Meth Amphetamine
MET	:	Motivational Enhancement Therapy
MST	:	Multi System Therpy
NMC	:	Nursing and Midwifery Council
PGD	:	Patient Group Directions
RSS	:	Recovery Support Services
5-HT	:	5 Hydrox Tptamine

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ABSTRACT

Substance abuse among school students may lead to criminal penalty in addition to possible physical, social, and psychological harm. Psychosocial intervention programs in schools focus on children's social and academic skills, including enhancing peer relationships, self-control, coping skills, social behaviors, and drug offer refusal skills. **Aim:** to develop Psychosocial intervention program for school students for protection against substance abuse. **Study design:** a quasi-experimental design was utilized to conduct this study. **Setting:** this study was conducted at two schools: school for males (El-Tabri Preparatory School) and school for female (The New Heliopolis Preparatory) at Cairo city. **Subject:** convenient sample of 262 students were recruited for conducting this study. **Data collection tools:** 1) Socio-demographic questionnaire for students. 2) Knowledge and attitude about substance abuse. 3) Self Concept Scale. **Results:** the present study revealed that there was a highly statistically significant improvement regarding knowledge and attitude scores post implementation of psycho social intervention program. In addition, there were highly statistically significant positive correlations between knowledge and attitude of studied students. **Conclusion:** the implementation of psychosocial intervention program has a statistically significant positive effect on students knowledge and attitude concerning substance abuse. **Recommendations:** The developed program should be implemented on a wider scale in the study settings and in similar ones to confirm its positive effects and improvement. Future programs should include the parents of adolescents to teach them how to deal with their adolescents and to avoid risky behavior that may occur at this age.

Key words: Psychosocial intervention, school students, substance abuse.

Introduction

Substance abuse, is a patterned use of a substance (drug) in which the user consumes the substance in amounts or with methods which are harmful to themselves or others. Use of these drugs may lead to criminal penalty in addition to possible physical, social, and psychological harm. There are many cases in which criminal or antisocial behavior occur when the person is under the influence of a drug. Long term personality changes in individuals may occur as well (*Haber, Krainovich, McMahon & Hoskins, 2015*).

School environment and the classroom climate are major variables influencing the effectiveness of education for drug abuse prevention. Students interact in the context of classrooms, each of which has its own normative climate, encouraging or discouraging certain behaviors. Classrooms exist within and form part of the school environment that provides the larger context for all activities in a school (**Botvin G J, Eng A&Williams Cl,2015**).

Drug abuse causes poor performance for students in their school, students who have drug abuse develop

aggressive behavior. Drug abuse become a stumbling block to the students learning behavior which is essential element in educational practice. Students believed that drug abuse contributes to withdrawal syndrome. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers(**Berlin In ,2015**).

Added to that substance abusers often experience an array of problems, including academic difficulties, health-related problems, poor peer relationships and involvement with the juvenile justice system. Additionally, there are consequences for family members, the community, and the entire society like conflict between friends, family breakdown, violence, gangs, drug trafficking etc. Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with students substance abuse (**Hall GE&Hord SM,2016**).

Psychosocial intervention programs in schools focus on children's social and academic skills, including enhancing peer relationships, self-control, coping skills, social behaviors, and drug offer refusal skills. School-based prevention programs should be integrated within the school's own goal of enhanced academic performance.