

Drug misuse prevention: targeted interventions

Appendix 3 to Evidence Review 2

Contains:

- Application of scope – inclusion and exclusion
- Summary of acceptability evidence

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Appendix 3A: Application of scope - inclusion and exclusion criteria

| Criteria | Application in evidence review | Notes |
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| Inclusion criteria | | |
| English language published in 1995 or later | | |
| Studies conducted in Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Luxembourg, Netherlands, New Zealand, Norway, Poland, Portugal, Spain, Sweden, Switzerland, Turkey, UK or the USA | | |
| Studies describing interventions that prevent or delay drug use, or that prevent escalation of drug use in terms of frequency, volume and diversification of drugs used | <p>Drug misuse prevention had to be a primary aim or joint primary aim.</p> <p>Interventions that aren't specifically aimed at preventing drug misuse were not included, even if they report outcomes related to drug misuse (e.g. HIV reduction programmes aimed primarily at reducing risky sexual behaviour but that also include drug prevention elements).</p> | <p>The scope notes that interventions in the following settings will be included</p> <ul style="list-style-type: none"> • Social environments where drugs may be available such as nightclubs, pubs, festivals and music venues. • Fitness environments such as gyms and sporting events. • Environments where drugs may be used in a sexual context (for example, 'chemsex' parties). • Online and 'virtual' environments, including social media. • Youth clubs and youth organisations. • Schools, colleges and universities. • Health, social care and other environments where interventions may be delivered, for example, primary health care services, sexual health services and custody suites. |
| Studies which report relevant outcomes (e.g. drug use, intention to use drugs, knowledge and awareness, and personal and social skills) | Where a joint aim, drug outcomes have to be reported separately. | <p>Activities listed in scope (abridged):</p> <ul style="list-style-type: none"> • skills training (group or 1-1), information provision (e.g. lessons |

| Criteria | Application in evidence review | Notes |
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| Inclusion criteria | | |
| | | <p>or talks) or advice as part of outreach activities</p> <ul style="list-style-type: none"> • peer education initiatives • opportunistic skills training, advice and information provision • targeted print and new media to influence social norms or enhance skills and provide information and advice • family-based programmes (covered in PH4) • group-based behaviour therapy for children and young people (covered in PH4) • parental skills training (covered in PH4) |
| <p>Studies of interventions which are targeted at 1 or more of the 10 groups of interest</p> | <p>The groups are:</p> <ol style="list-style-type: none"> 1. people who have mental health problems 2. people involved in commercial sex work or are being sexually exploited 3. people who are lesbian, gay, bisexual or transgender 4. people not in employment, education or training (including children and young people who are excluded from school or are regular truants) 5. children and young people whose parents use drugs 6. looked after children and young people 7. children and young people who are in contact with young offender team but not in secure environments (prisons and young offender institutions) 8. people who are considered homeless 9. people who attend nightclubs and festivals 10. people who are known to use drugs occasionally / recreationally. | <p>Interventions targeting particular ethnic groups were not included unless participants fell into one of the target populations of interest</p> <p>Studies that focused on one gender or age group were not included unless participants fell into one of the target populations of interest.</p> <p>To note, given that we have to focus on drug misuse prevention as a primary aim, we are unable to consider more general issues related to e.g. homelessness, truancy, parenting, sexual exploitation.</p> <p>To note that severe mental illness and misuse of substances is under remit of guidance being developed on 'dual diagnosis'. The guideline scope defines severe mental illness as</p> <ul style="list-style-type: none"> • schizophrenia, schizotypal and |

| Criteria | Application in evidence review | Notes |
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| Inclusion criteria | | |
| | | <p>delusional disorders</p> <ul style="list-style-type: none"> • bipolar affective disorder • severe depressive episode(s) with or without psychotic episodes. <p>The scope identified only children and young people as a target group, and not adults in contact with offender teams. This was most likely a consequence of being developed from the scope for PH4. However, the review team did not identify any studies of drug misuse prevention interventions in adults in contact with offender teams but not in secure environments during the sift.</p> |
| Exclusion criteria | | |
| Studies relating to the treatment of drug dependence or misuse or disorder | <p>The study was excluded where the title or abstract was clear that the study was focused on treatment.</p> <p>The exception was for studies describing adolescents as drug abusers – these were included. To note, that if there was <i>any</i> uncertainty, the full text was considered.</p> <p>Interventions aiming to prevent relapse among people who had previously been treated for drug misuse were also excluded.</p> | |
| Studies relating to pregnant women | | |
| Studies undertaken in workplaces or custodial settings | | |
| Interventions related to law enforcement or restricting the supply of drugs. | | To be mindful of this when considering issues re night time economy more generally (or in relation to expert testimony) |
| Studies of interventions to promote safer injecting or preventing overdose or preventing relapse | | NICE has issued guidance on needle and syringe programmes |
| Studies of universal interventions or interventions which involve universal screening | Schools-based interventions were not included unless they make explicit reference to a target population of interest. | To be mindful of this when considering recommendations - can only consider aspect of targeted approach within |

| Criteria | Application in evidence review | Notes |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inclusion criteria | | |
| | <p>Studies targeted at children in US continuation or alternative high schools were not included. Children attend these schools for a wide variety of reasons so we cannot be confident that they are a proxy for target group 4.</p> <p>Papers relating to SBIRT (screening, brief intervention and referral to treatment) were not included because it was clear that the intervention would not be possible to run without screening OR the interventions were primarily aimed at identifying groups for treatment.</p> <p>To note that NICE cannot make recommendations about any screening programmes.</p> | <p>wider approach.</p> <p>The review team carefully considered interventions where a questionnaire / screening / assessment tool was used to identify individuals to take part. Papers were considered in more detail and potentially included if there was any doubt. The implications for final implementation were considered and whether screening was an essential aspect of the intervention.</p> |

Appendix 3B: Summary of acceptability evidence

B.1 Key to groups

1. People who have mental health problems
2. People involved in commercial sex work or who are being sexually exploited
3. People who are lesbian, gay, bisexual or transgender
4. People not in employment, education or training
5. Children and young people whose parents use drugs
6. Looked after children and young people
7. Children and young people who are in contact with young offender teams but not in secure environments
8. People who are considered homeless
9. People who attend nightclubs and festivals
10. People who are known to use drugs occasionally/recreationally

B.2 Acceptability of interventions

| Intervention | Acceptable | Not acceptable |
|--------------------------------------------------------------------------------------------------|--------------------------------------------|----------------|
| Scope activities | | |
| Group based skills training or information | Weak (ES2.33) | - |
| Opportunistic skills training, advice and information | Weak (ES2.39) | - |
| Web-based interventions (new media) | Moderate (ES2.41) | - |
| Text messages (new media) | Moderate (ES2.42) | - |
| Group-based behaviour therapy for children and young people | Weak (ES2.46) | - |
| Skills training | | |
| Skills training | Weak (ES2.16, group 8) | - |
| Group information sessions and skills training | Weak (ES2.13, group 7) | - |
| Brief interventions | | |
| Brief interventions (oral and written) | Moderate (ES2.27, group 10) | - |
| Motivational interviewing | | |
| Brief motivational interviewing | Moderate (ES2.11, 2.15; group 6, 8) | - |
| Motivational enhancement therapy | | |
| Motivational enhancement therapy | Moderate (ES2.25, group 10) | - |
| Brief motivational enhancement therapy with mobile self-monitoring and responsive text messaging | Moderate (ES2.26, group 10) | - |
| Combined and other interventions | | |
| Brief interventions with skills training | Moderate (ES2.28, group 10) | - |
| Public health advertising campaigns | Weak (ES2.5, group 3) | - |
| Mass media campaign (harm minimisation approach including posters and information booklets) | Weak (ES2.20, group 9) | - |
| Web-based assessment and feedback | Weak (ES2.29, group 10) | - |
| Web-based decisional balance and behaviour change intervention | Moderate (ES2.30, group 10) | - |
| Harm prevention and reduction measures | Weak (ES2.21, group 9) | - |
| Self-administered health and social risk assessments of substance use | Weak (ES2.22, group 9) | - |
| Educational outreach event | Weak (ES2.23, group 9) | - |

B.3 More effective interventions

| Intervention | Improvement | Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Scope activities | | |
| Group-based skills training | Provide information on housing. | Weak (ES2.34) |
| Opportunistic skills training | Provide information on housing. | Weak (ES2.40) |
| Targeted print and new media | Text messages would be a culturally relevant way to communicate with young people. | Moderate (ES2.43) |
| Family-based approaches | Family members should be included in future interventions. | Weak (ES2.45) |
| Group-based behaviour therapy for children and young people | Take a gender neutral approach; include discussions on differences and similarities with heterosexual peers, sex and sexuality, and perceived adult lifestyles. | Moderate (ES2.47) |
| Skills training | | |
| Skills training | Importance of gender neutrality, areas of difference and commonality with heterosexual peers, incorporation of topics of sex and sexual identity, and addressing an interest in perceived adult lifestyles. | Moderate (ES2.6, group 3) |
| | Provide resources, for example, on housing; formal and informal support from role models, mentors, counsellors, and family; provide normative data on drug use; use a harm reduction approach based on cognitive behavioural techniques; use a non-judgemental facilitator; support women to make better decisions and take care of themselves | Weak (ES 2.17, group 8) |
| | Provide information on housing. | Moderate (ES2.19, group 8) |
| Brief interventions | | |
| Brief interventions (oral and written) | Tailor information to the person receiving the intervention by providing specific, individualised, and concrete advice. Written information should be provided in a more interactive and attention-grabbing format; formal tone and language should be adapted to make it more relevant for young people. | Moderate (ES2.31, group 10) |
| Motivational interviewing | | |
| Brief motivational interviewing | Interventions should be engaging, relevant and creative. Foster care staff should not deliver interventions. Information about substance use could be helpful if it was tailored to the individual and discussions were not forced or mandatory. | Moderate (ES2.12, group 6) |
| Other suggestions | | |
| Support youth with employment as well as engaging them in activities such as sport and using art, music or film to create messages that might dissuade young people from becoming interested in initiating drugs. Expose young people to the realities of drug misuse (for example, by arranging for them to speak to homeless drug-users). | | Moderate (ES2.18, group 8) |
| Text messaging is a culturally preferred way to communicate with foster children. | | Moderate (ES2.12, group 6) |
| Provide general information on the risks of ecstasy use. | | Weak (ES2.32, group 10) |