

# **“Unplugged” Primary Prevention Programme – Evaluation of the Implementation Process by School Prevention Workers**



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**BACKGROUND:** The Unplugged programme, a model of non-specific primary prevention within the EUDAP-2 project, is implemented and evaluated in the setting of Czech elementary schools. The Unplugged programme is provided by the school prevention workers as part of the school curriculum (12 lessons per school year), which represents a specific trait of this programme. The main coordinator is the Centre for Addictology of the 1<sup>st</sup> Faculty of Medicine, Charles University in Prague. **AIMS:** The main aim of this text is to describe the process of implementation of the Unplugged programme and to obtain information related to the preparation and delivery of lessons, as well as data about the support which the school prevention workers receive for these activities. The findings will be used to suggest innovations and changes. **METHODS:** Qualitative research methods (semi-structured interviews), analysis and interpretation methods – coding, clustering, categorisation, contrast and comparison. **SAMPLE:** 16 participants in our research were recruited from among the school prevention workers from the Central

Bohemia and South Moravia districts, using the purposive sampling method. **RESULTS:** The results will be used to initiate modification of the subject matter, including changes in terminology, to ensure that it reflects the specific needs of Czech schools. The results also emphasise the importance of introductory training for school prevention workers, as well as the importance of regular supervision and support from school management. The main benefits of the Unplugged programme as perceived by the school prevention workers included the promotion of team spirit among classmates and the enhancement of the workers' future activities in this area. **CONCLUSIONS:** Evaluation of the programme's pilot implementation brought suggestions for the revision of the Teacher's Manual (a handbook according to which the school prevention workers prepare and deliver the lessons). Other suggestions include the modification of the time allocated to the lessons and/or the number of activities for one lesson. These findings correspond to foreign evaluation studies which have already been conducted.

**KEY WORDS:** THE UNPLUGGED PROGRAMME – SCHOOL PREVENTION WORKER – IMPLEMENTATION – PROCESS EVALUATION – INNOVATION

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