



Implementing the Icelandic Prevention Model in the context of the COVID-19 pandemic

Exploring factors related to time and physical space use that influence youth substance use behaviours

Thursday, February 16th
4:50 p.m.

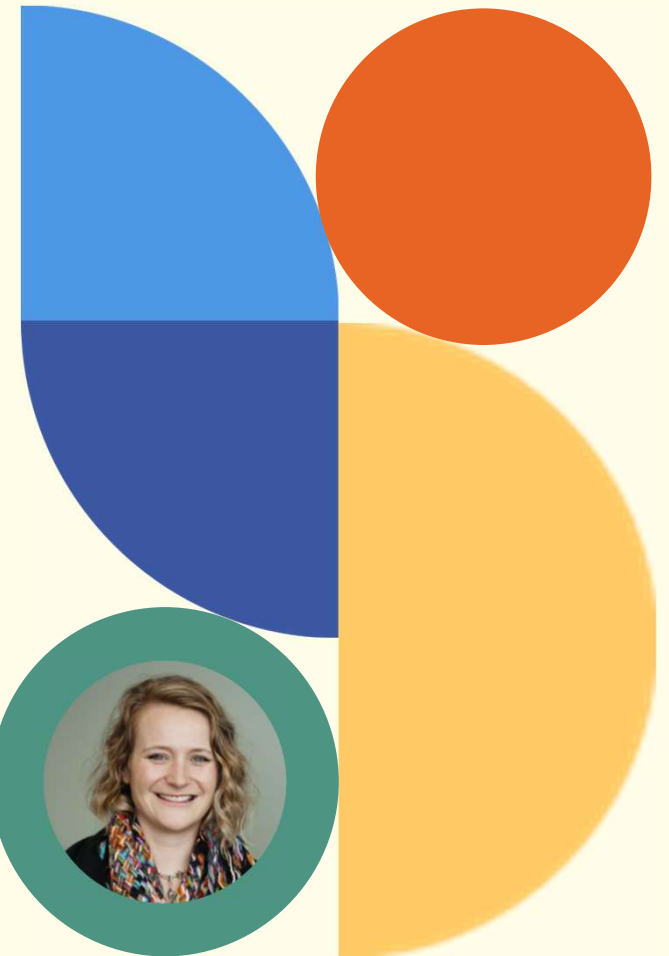
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of Health Research

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en santé du Canada



Presentation overview

- Research summary and relevance
- Background
- Method
- Results
- Discussion

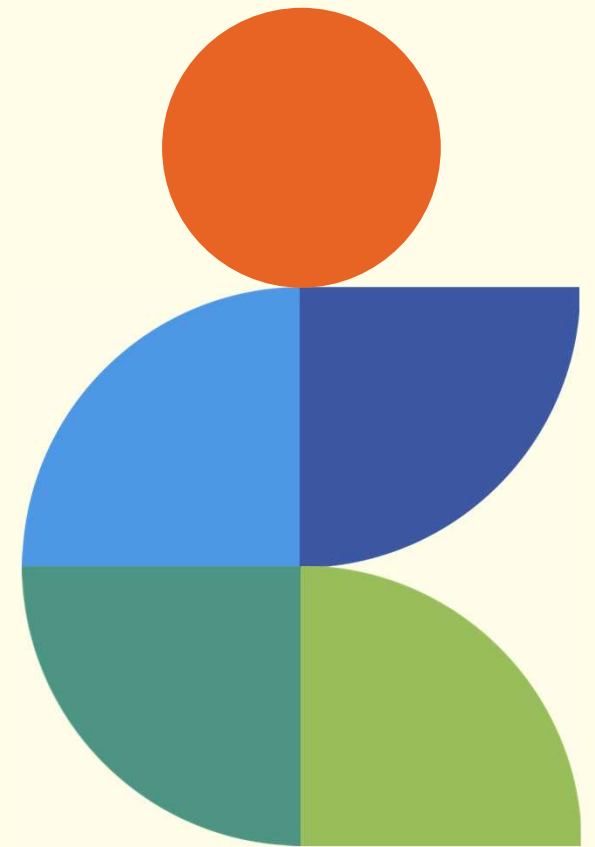
Examination of the implementation of the Icelandic Prevention Model (IPM) in Canada

Two objectives:

- applies the Bioecological Model with a focus on the concepts of time and space
- case study that examines implementation within the context of the COVID-19 pandemic

Significance:

- critical need for effective interventions to manage the opioid crisis
- contributes to the evidence related to substance use prevention at the population level

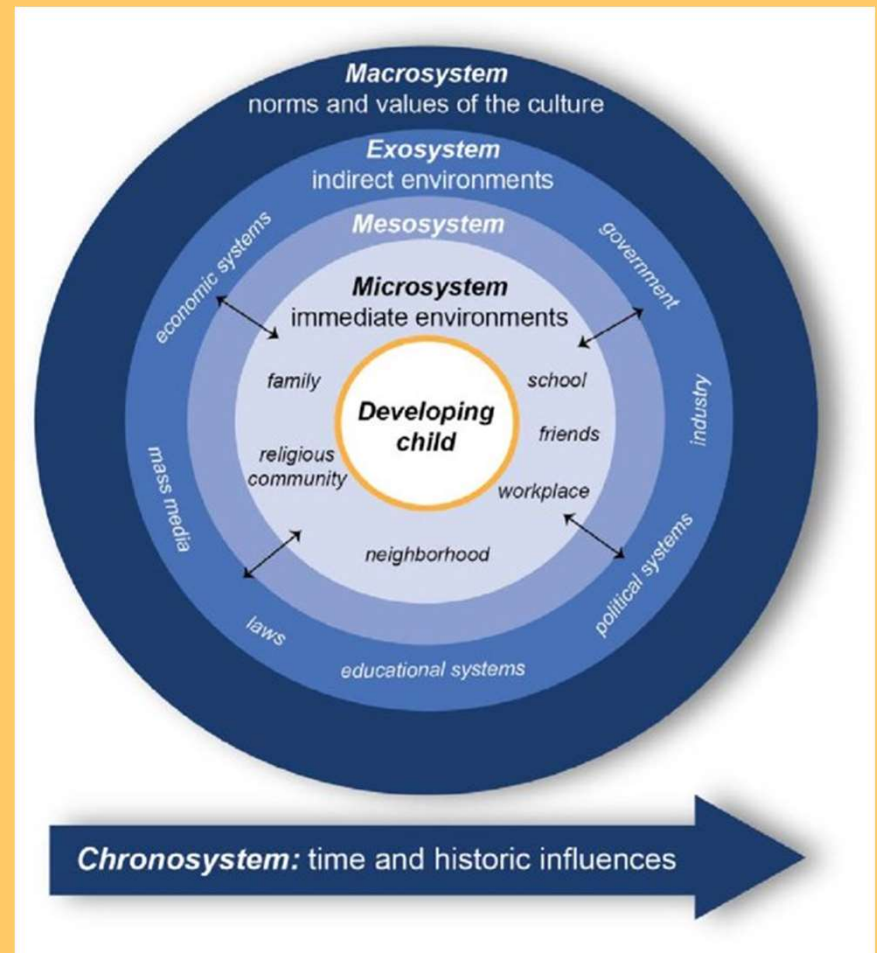


Positive youth development

- Research and practice focused on how to support young people to meet their full potential
- Strengths-based and has a foundation in socio-ecological approach



Bronfenbrenner's Bioecological Model of Human Development



Original figure published in California Department of Education (2019).
Responsive Early Education for Young Children and Families Experiencing
Homelessness. Available from:
<https://www.cde.ca.gov/sp/cd/re/documents/earlyedhomelessness2020.pdf>

What is the Icelandic Prevention Model ?

Table 1. The five guiding principles and ten core steps of the Icelandic Prevention Model.

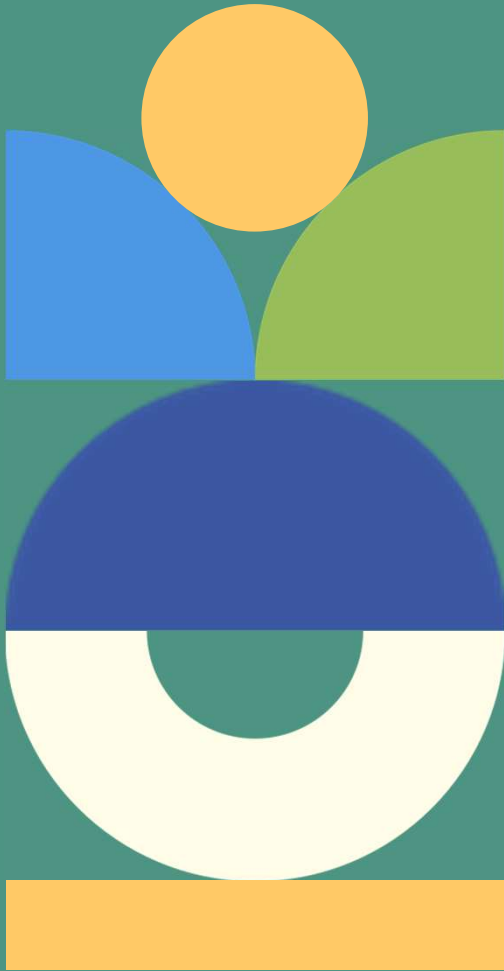
Guiding Principles	
Principle 1	apply a primary prevention approach
Principle 2	engage community action and public school involvement
Principle 3	engage stakeholders using high-quality data
Principle 4	integrate researchers, policy makers, practitioners, and community members
Principle 5	align the scope of the solution with the nature of the problem
Ten Core Steps	
Step 1	Develop local coalition and capacity building
Step 2	Identify local funding and capacity building
Step 3	Community engagement and pre-data collection planning
Step 4	Collection of population-level data regarding youth substance use behaviour, risk and protective factors, including data-driven diagnostics
Step 5	Enhance community engagement
Step 6	Disseminate survey findings
Step 7	Community-driven goal-setting based on survey findings
Step 8	Align policy and practice with community goals
Step 9	Children and adolescents are exposed to healthier developmental contexts
Step 10	Repeat previous steps annually or bi-annually



PLANET YOUTH LANARK COUNTY

A new way to engage our community

A community-based prevention model



Methods

- Nine semi-structured interviews with Planet Youth Lanark County steering committee members
 - Interview guides focused on exploring context, implementation, early outcomes, lessons learned
 - Thematic analysis using QSR Nvivo
-

Three over-arching themes



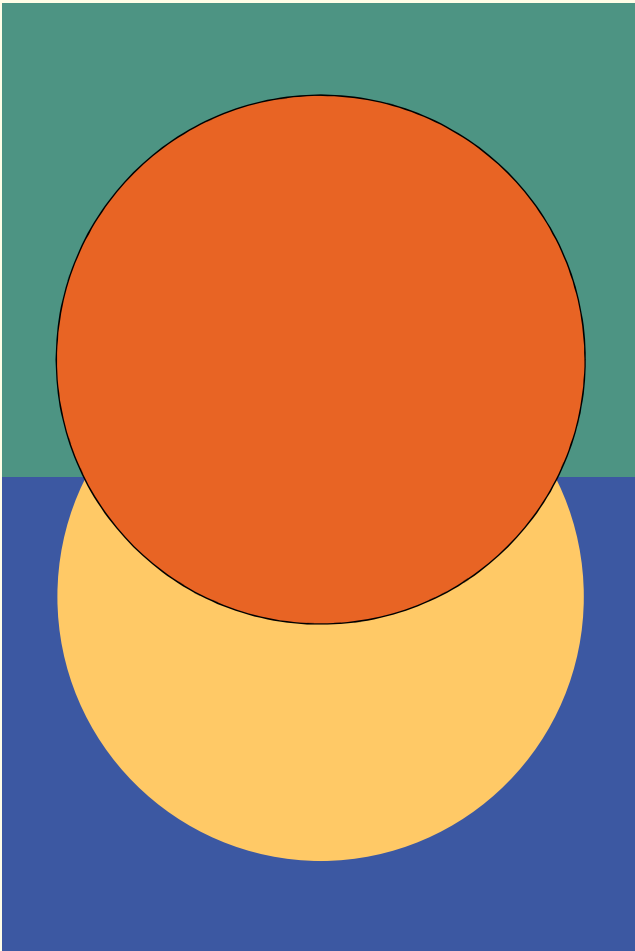
**Issues that influence
time and space use
patterns and youth
substance use**



**Family and
community cohesion
and influences on
developmental
context and time
use**



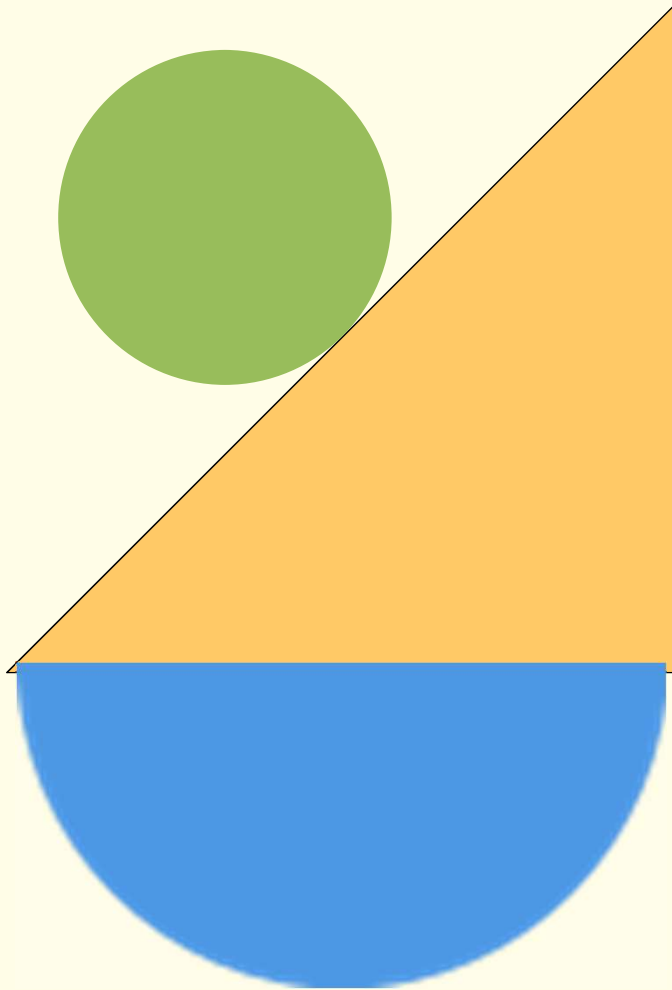
**Opportunities
presented by the
pandemic that can
promote youth
wellbeing**



Issues that influence time
and space use patterns
and youth substance use

**Lack of access to extracurriculars and
over-abundance of unstructured
unsupervised time**

**Challenges related to transportation
and accessibility of services**

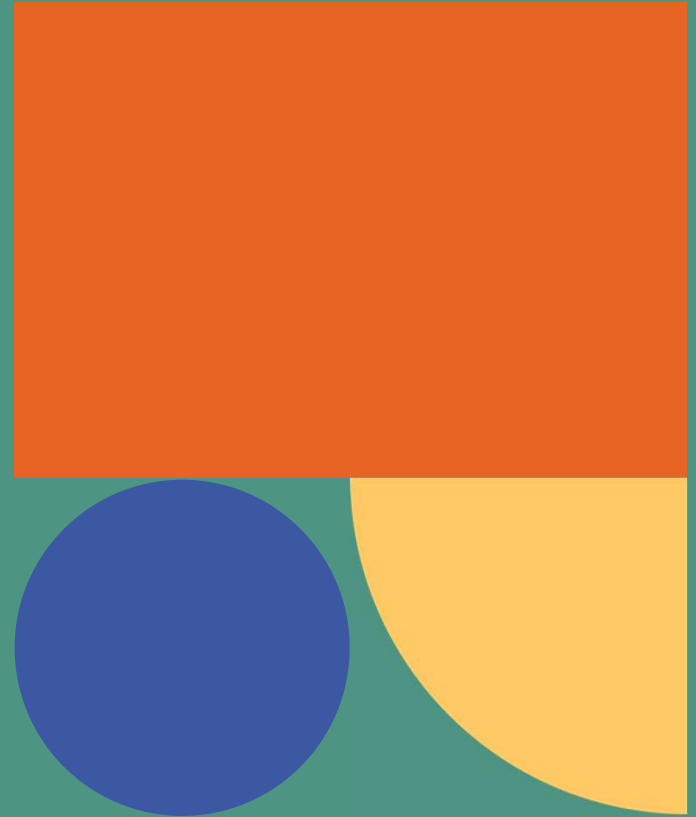


Family and community cohesion and influences on developmental context and time use

“Then there’s also how do you get the parents [to understand] how important it is. It really isn’t about quality of time, it’s about quantity, as well. You know, being there. How do we get back to that message?” (SC 9)

Opportunities presented by the pandemic that can promote youth wellbeing

“Part of it too is that people had to reconnect with their families so kids and parents will play more board games and are more encouraged to hang out together and parents finally have the time to bake cookies with their kids. You know, like I think a lot of that relationship building has been really helpful.” (SC 3)



Discussion

- Explored time and space factors that are implicated in youth substance use
- Examines alignment between the Icelandic Prevention Model intervention components to the bioecological model
- Highlights influences from the pandemic that resulted in contextual changes that can influence substance use behaviours
- There is a need for future research on time use and child and youth development



Thank you

For more information see: Halsall, T., Mahmoud, K., Iyer, S. N., Orpana, H., Zeni, M. & Matheson, K. (2023).

Considerations related to the use of time and physical space in the context of a community implementation of the Icelandic Prevention Model: A shifting landscape during the COVID-19 pandemic. *International Journal of Qualitative Studies on Health and Well-being*, 18(2149097), 1-14.

