

# HPR*news*

| Health Promotion Research News | Issue 19 – September 2018 |

| ISBN: 978-87-91245-32-9 |

## *The GOOD Life: An alcohol prevention trial*



| Nyt fra Sundhedsfremmeforskning | SDU Esbjerg |

# Editorial



## ***Det GODE Liv – The GOOD Life***

***Christiane Stock***

This issue is devoted to the project “De gode liv mellem de unge (*Det GODE Liv – The GOOD Life*)”, an effectiveness study funded by TrygFonden from January 2015 - June 2018 based on the Social Norms Approach (SNA). The different contributions will focus of the effects of the intervention as described in Lotte Vallentin-Holbech’s contribution summarizing the content of her PhD thesis and two qualitative studies analyzing the perceptions (Satayesh Lavasani Kjær’s master’s thesis) and the feelings (Ann Sophia Bertelsen’s master’s thesis) of pupils when participating in the intervention. In addition, the article from Anne Sophie Mikkelsen demonstrates to what extend the alcohol use of adolescents differs according to their social and emotional difficulties and strengths.

The data suggests that the SNA based intervention *The GOOD Life* can be useful in order to reduce overestimation of peer drinking and to prevent alcohol-related problems among pupils, when administered in the Danish school setting. Although *The GOOD Life* has been delivered and tested in isolation and was not imbedded in a whole school approach, the SNA has generally been most effective when delivered as part of an ongoing and multifaceted programme that challenges

misperceived norms within the population. Therefore, SNA practitioners should be mindful of the ability for the context in which the messages are embedded to undermine the message content. In particular, when using SNA in the school context one should be aware of the synergistic relationship between the wider context and the individual campaigns. Although a SNA is sometimes implemented without incorporating a systems perspective it is posited that the approach will be more effective if developed in tandem with organizational practice of a Health Promoting School approach. SNA has key characteristics that makes it suitable for application in the context of a Health Promoting School, because, firstly, the settings approach in general draws upon the work of theorists that are not so much concerned with the avoidance of ill-health as with the creation of positive health, described as salutogenic approach by Antonovsky (1996). In line with the salutogenic paradigm SNA focuses on the positive behaviour rather than blaming deviant or risk behaviours. Secondly, one of the principles and values of a Health Promoting School is a consensus orientation that fosters good relationships among and between students, staff, parents and the wider community (World Health Organization, 2009). SNA offers the chance to address a potentially conflict-prone theme such as alcohol and other drug use in a way that does not conflict with consensus building communication practices in the setting, because it does not condemn alcohol use and does not put moral pressure on pupils who decide to use alcohol or smoke, but rather informs pupils about the predominant lifestyle choices in their own community. Since the data used are derived from their own community the SNA helps to facilitate ownership. This is important when addressing alcohol and other drugs as there is a long history of prevention programmes with limited success in this population group (Foxcroft et al., 2003). Thirdly, SNA has been successfully applied to addressing and influencing norms across a number of topics ranging from alcohol consumption to sexual harassment (Berkowitz, 2003). In a healthy setting different actors, themes and outcomes are interlinked with each other (Dooris, 2006) and therefore this generic approach could be applied to themes subsequently included in the settings agenda.

## References

Berkowitz AD. Application of Social Norms Theory to other health and social justice issues. In: Perkins HW (ed.) *The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*. San Francisco, CA, Jossey-Bass, 2003

Dooris M. Healthy settings: challenges to generating effectiveness. *Health Prom Int* 2006; 21(1): pp. 55-65.

Dooris M. Joining up settings for health: a valuable investment for strategic partnerships? *Critical Pub Health* 2004; 14:37-49.

Foxcroft DR, Ireland D, Lister-Sharp DJ, Lowe G, Breen R: Longer-term primary prevention for alcohol misuse in young people: a systematic review. *Addiction* 2003; 98(4):397–411.

World Health Organization. *Health Promoting Schools: A framework for action*. Geneva, World Health Organization, 2009

## *Dansk resume*

### ***Leder***

### ***Det GODE Liv***

### ***Christiane Stock, Lektor, Forskningsenheden for Sundhedsfremme***

Denne udgave af HPR News er afsat til projektet "De gode liv mellem de unge", et studie finansieret af TrygFonden fra januar 2015 til juni 2018. Studiet har til formål at måle effektiviteten af interventionen 'Det GODE Liv', som er baseret på social pejling (Social Norm Approach, SNA). De forskellige artikler vil fokusere på virkningerne af interventionen som beskrevet i bidrag af Lotte Vallentin-Holbech, der her opsummerer indholdet af hendes ph.d.-afhandling. Andre bidrag beskriver to kvalitative undersøgelser, der analyserer opfattelserne (Satayesh Lavasani Kjærs kandidatafhandling) og elevernes følelser (Ann Sophia Bertelsens kandidatafhandling), når eleverne deltager i interventionen. Desuden viser artiklen fra Anne Sophie Mikkelsen, hvorvidt de unges alkoholforbrug adskiller sig i forhold til deres sociale og følelsesmæssige vanskeligheder og styrker.

Studiet tyder på, at den SNA-baserede indsats 'Det GODE Liv' kan være nyttigt for at reducere flertalsmisforståelser af peer-drikkeri og for at reducere alkoholrelaterede problemer blandt eleverne, når de administreres i den danske skolekontekst. Selvom 'Det GODE Liv' er blevet leveret og afprøvet isoleret samt ikke indlejret i en hel skoletilgang, har SNA generelt været mest effektiv, når det leveres som en del af et igangværende og mangesidigt forebyggelsesprogram. Når man bruger SNA i skolesammenhæng, bør man især være opmærksom på synergien og forholdet mellem den bredere kontekst og de enkelte kampagner.

# HPRnews

*Issue No. 19, September 2018*

Editorial: *The GOOD Life: An alcohol prevention trial* by Christiane Stock  
Leder: *Det GODE LIV. Alkoholintervention*

## Articles

Artikler

**1** Alkoholforebyggelse blandt danske skoleelever - Effekter af interventionen *Det GODE Liv*  
*Lotte Vallentin-Holbech, Christiane Stock*

**8** Binge drinking among Danish adolescents: The effect of externalizing and internalizing problems  
*Anne Sofie H Mikkelsen*

**12** How did pupils perceive *The GOOD Life* intervention?  
*Satayesh Lavasani Kjær*

**16** Den følelsesmæssige læringsdimension i *Det GODE Liv*  
*Ann Sophia Bertelsen*

## Information about ongoing projects in the unit

*Information om igangværende projekter i enheden*

**24** Bevilling fra Trygfonden 'Virtual Reality'  
*Christiane Stock*

## Other News

*Andre nyheder*

**26** Staff news  
*Nyheder om ansatte*

**27** PhD defences in the unit  
*Ph.d.-forsvar i enheden*

**38** Lay summaries of published research  
*Resumer af forskningsartikler*

**47** Other announcements in the unit  
*Andre begivenheder i enheden*

Editor-in-chief Anja Leppin



[aleppin@health.sdu.dk](mailto:aleppin@health.sdu.dk)

**HPR News** is the 'voice' of the Unit of Health Promotion Research, NOT of SDU or the Health Sciences Faculty as a whole.

**HPR News** udtrykker meninger fra Forskningsenheden for Sundhedsfremme, IKKE SDU eller Sundhedsvidenskabelige Fakultet som helhed.

# Alkoholforebyggelse blandt danske skoleelever - Effekter af interventionen *Det GODE Liv*

**Lotte Vallentin-Holbech, Postdoc, kandidat i folkesundhedsvidenskab og Lektor Christiane Stock**

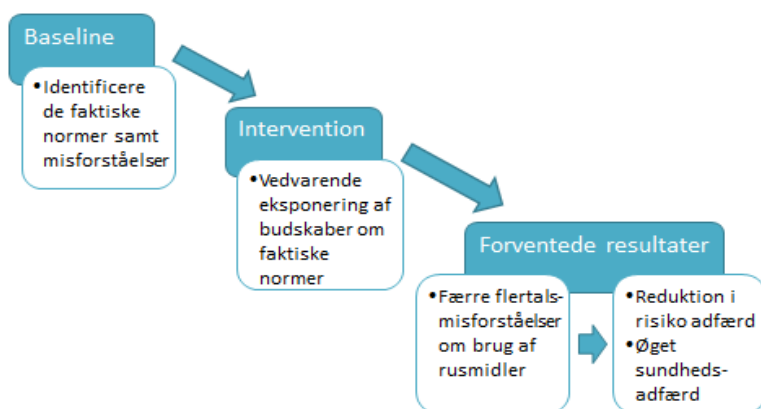
Hovedformålet med projekt *Det GODE Liv* var at nedsætte forbruget af alkohol og andre rusmidler blandt danske elever mellem 13 og 17 år. Vores studie viste, at elever, der involveres i en forebyggende indsats baseret på social pejling, oplever færre problemer relateret til alkohol og er mindre tilbøjelige til at drikke alkohol i store mængder.

Forskningsprojektet var baseret på den viden, der er om sociale normers indflydelse på vores valg og fravalg (social pejling), samt menneskers - især unges - behov for at identificere sig med vores medmennesker (1). Studier har vist, at jævnaldrende er den gruppe, der har størst indflydelse på unges risikoadfærd og, at unge ofte overvurderer hvor meget og hvor ofte deres jævnaldrende drikker (2). Fx viste vores studie, at de fleste elever i 8. og 9. klasse aldrig har drukket sig fulde, men at eleverne tror, at flertallet af deres klassekammerater ofte er fulde. I alt var der 44% af eleverne der overvurderede hvor mange af deres jævnaldrende, der nogensinde havde drukket mere end 5 genstande ved én lejlighed ("binge drinking") og 56% der overvurderede hvor mange, der havde været fulde. Blandt de elever, der deltog i vores studie så vi, at de unges overdrevne forestillinger vedrørende deres jævnaldrendes brug af og meninger om alkohol, var stærkt relateret til deres personlige erfaringer med alkohol. Resultaterne viste en signifikant øget risiko for, at eleverne selv drak alkohol, hvis de overvurderede andres alkoholforbrug eller troede at jævnaldrende syntes, at det var i orden at drikke. Disse misforståelser kan føre til at eleverne antager, at alkohol er en betydelig del af de sociale normer, der hersker blandt danske unge. Dette kan yderligere bevirke, at eleverne sætter deres eget forbrug op for at føle sig som en del af den gruppe, de identificerer sig med.

Tidligere studier har vist, at ved at rette disse misforståelser omkring unges alkoholvaner er det muligt at reducere overforbrug af alkohol blandt unge (3). Især har forebyggelsesprogrammer

baseret på teorier om social pejling vist lovende resultater i forhold til at reducere unges alkoholforbrug. Disse interventioner anvender en tilgang kaldet "The Social Norms Approach", der arbejder med at mindske misforståelser om risikoadfærd og socialt pres ved brug af positive og realistiske budskaber omkring målgruppens risikoadfærd (4).

**Figur 1.** Model af teorien bag projektet *Det GODE Liv* (The Social Norms Approach)



### Interventionen *Det GODE Liv*

Både nationale og internationale undersøgelser har vist, at danske unges alkoholforbrug er faldende, men at de stadig drikker mere end unge i andre europæiske lande (5). Desuden er det almindeligt for danske unge at drikke alkohol allerede fra 15 års alderen og forskningen viser, at et tidligt eller højt forbrug i løbet af ungdommen kan føre til et misbrug senere i livet. Behovet for at fastholde og forstærke en reduktion af danske unges brug af alkohol og andre rusmidler er derfor stadig aktuelt.

Ved at benytte vores viden omkring unges alkoholvaner og misforståelser om samme, kan vi skræddersy interventioner, der kan være med til at forebygge og reducere unges overforbrug af alkohol. Et eksempel på dette er den alkoholforebyggende intervention *Det GODE Liv*, der henvender sig til danske elever i alderen 13-17 år. *Det GODE Liv* tager udgangspunkt i "The Social Norms Approach" og anvender aktivt positive og realistiske budskaber omkring risikoadfærd i målgruppen.

Gennem *Det GODE Liv* blev der leveret skræddersyede budskaber til 8. og 9. klasser på de deltagende skoler omkring deres alkohol normer. Budskaberne blev fremstillet ud fra elevernes

besvarelser på spørgsmål om deres eget forbrug af bl.a. alkohol, og fremhævede flertallets ikke risikofyldte adfærd, som fx "7 ud af 10 elever i 8. klasse på [Skole navn] har ALDRIG været fulde". Ved at præsentere disse budskaber til eleverne gennem tre forskellige elementer; en 40 minutters workshop for hver klasse(trin), fire til seks plakater, der blev hængt op på skolen og en web-baseret online quiz, blev anerkendelse givet til de "gode valg" som de fleste unge tager (se og læs mere om *Det GODE Liv* på: [www.sdu.dk/detgodeliv](http://www.sdu.dk/detgodeliv)). Denne anerkendelse og bevidstgørelse kan korrigerer forestillingerne om klassekammeraternes (over)forbrug, så den enkelte elev får et realistisk billede af normer om og holdninger til en risikoadfærd som fx druk. Eleven kan dermed nemmere handle i overensstemmelse med de mere korrekte forestilling om risikoadfærden og således reducere eller udskyde sit eget forbrug af fx alkohol (1, 4).

**Figur 2.** Web-baseret smart-phone applikation, hvor de skræddersyede budskaber anvendes i en online quiz som en del af interventionen *Det GODE Liv*



### Effekten af *Det GODE Liv*

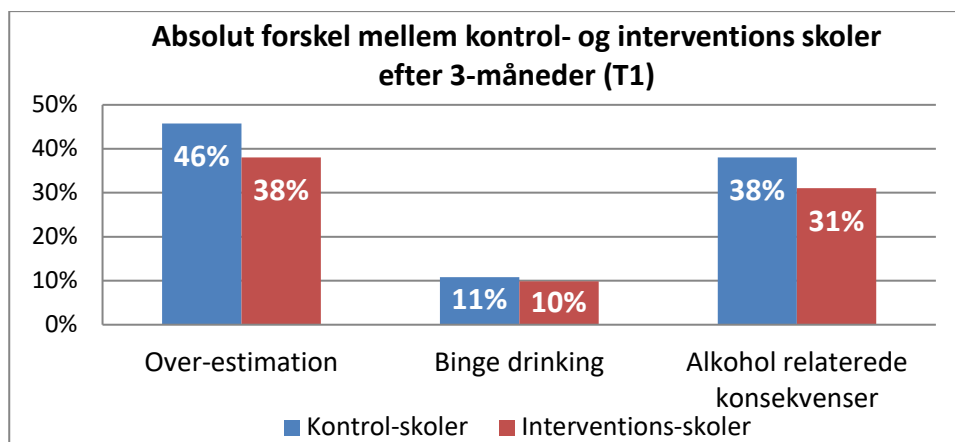
Mellem februar 2015 og august 2016 gennemførte i alt 38 skoler i Region Syddanmark hele projektet med deres elever fra 8. og 9. klasse (n=1355). Studiet var designet som et cluster-randomiseret kontrolleret forsøg, hvor skolerne blev tilfældigt fordelt til enten en



interventionsgruppe eller en kontrolgruppe. Data blev indsamlet gennem fortrolige elektroniske spørgeskemaer før interventionen (T0) og tre måneder efter første spørgeskema (T1), som de deltagende elever fik adgang til, gennem selvregistrering på den tilhørende hjemmeside. Skolerne i interventionsgruppen gennemførte interventionen *Det GODE Liv* efter første spørgeskemaundersøgelse og skolerne i kontrolgruppen efter anden spørgeskemaundersøgelse. I spørgeskemaerne blev der spurgt ind til elevernes brug af og mening om alkohol og andre rusmidler, samt hvad de troede deres skole- og klassekammerater gjorde og mente. Specielt blev der fokuseret på elevernes overdrevne forestillinger omkring deres jævnaldrendes "binge drinking", deres egne erfaringer med "binge drinking" og alkoholrelaterede konsekvenser som fx tømmermænd, mistede penge eller problemer med politiet. Det første spørgeskema (T0) inkluderede også oplysninger om alder, klassetrin, køn samt familiens socioøkonomiske status. I andet spørgeskema (T1) blev eleverne i interventionsgruppen (n=641) spurgt om, hvor meget og hvad de kunne huske, samt hvor tilfredse de var med interventionen.

Vores studie viste, at elever, der deltog i interventionen *Det GODE Liv*, var mindre tilbøjelige til at overvurdere, hvor meget deres jævnaldrende drak, sammenlignet med elever i kontrolgruppen. Det var også mindre sandsynligt, at eleverne i interventionsgruppen rapporterede alkoholrelaterede problemer. Samlet set blev der ikke fundet en signifikant effekt af interventionen på elevernes "binge drinking", men blandt en mindre gruppe af elever (n=296), der i det første spørgeskema udtrykte motivation til at drikke mere alkohol i fremtiden, viste analyserne en signifikant reduktion af elever, der mere end tre gange indenfor de sidste 30 dage havde været involveret i "binge drinking" (OR: 0.37; 95%CI: 0.15-0.95) (6, 7).

**Figur 3.** Absolut forskel mellem skoler i kontrolgruppen og interventionsgruppen, 3 måneder efter første spørgeskemaundersøgelse (T1)



Analyserne vedrørende elevernes erindring af og tilfredshed med de forskellige elementer i interventionen *Det GODE Liv* viste, at højere eksponering og bedre erindring af budskaberne, forbedrede interventions-effekten. Desuden fandt vi, at elever, der var meget tilfredse med interventionen *Det GODE Liv*, ikke havde større udbytte end elever, der var okay tilfredse med interventionen. Dette kunne indikere at gentagelse og forståelse af budskaberne er de vigtigste faktorer i et skole-baseret forebyggelsesprogram.

Vores studie viser, at elevernes overdrevne forestillinger vedrørende deres jævnaldrenes brug af og meninger om alkohol, er stærkt relateret til deres personlige erfaringer med alkohol. Desuden peger resultaterne på, at arbejdet med social pejling, er en egnet strategi for alkoholforebyggelse blandt danske unge i alderen 13-17 år. Tilmed fandt vi, at for at opnå den bedste effekt af *Det GODE Liv* skal undervisere og andre fagpersoner sørge for at inddrage forskellige slags interventions elementer, der til sammen kan øge eksponeringen og genkaldelsen af budskaberne. For at understøtte det fremtidige arbejde med sociale normer og rusmidler er der udarbejdet et [inspirationshæftet](#), hvor der findes en udførlig beskrivelse af metoden samt en vejledning til, hvordan undervisere og andre fagpersoner kan gennemføre et lignende forløb for unge i aldersgruppen 13-17 år ([www.sdu.dk/detgodeliv](http://www.sdu.dk/detgodeliv)) (8).

## Referencer

1. Berkowitz A. An overview of the Social Norms Approach. In: Lederman L, Stewart L, editors. *Changing the culture of college drinking: A socially situated health communication campaign*. Cresskill, NJ.: Hampton Press; 2005.
2. Borsari B and Carey KB. Peer influences on college drinking: a review of the research. *Journal of substance abuse*. 2001;13(4):391-424.
3. Miller DT and Prentice DA. Changing norms to change behavior. *Annual Review of Psychology*. 2016;67:339-61.
4. Perkins HW. *The Social Norms Approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians*. Perkins HW, editor. San Francisco, CA: Jossey-Bass; 2003. 320 p.
5. Kraus L, Leifman H and Vicente J. *ESPAD Report 2015: Results from the European School survey Project on Alcohol and other Drugs*. Luxembourg: Publications Office of the European Union; 2016.
6. Vallentin-Holbech L, Rasmussen BM, Stock C. Effects of the social norms intervention *The GOOD Life* on norm perceptions, binge drinking and alcohol-related harms: a cluster-randomised controlled trial. *Preventive Medicine*. 2017; In review.
7. Vallentin-Holbech L. *The GOOD Life - A social norms intervention to reduce alcohol use and its harmful consequences among Danish adolescents*. Esbjerg: University of Southern Denmark; 2018. 84 p.
8. Vallentin-Holbech L, Rasmussen BM, Jørgensen BS, Stock C. *Inspirationshæfte: Det GODE Liv - Forebyggelsesprogram for elever i udskolingen om sociale normer og rusmidler*. Esbjerg: Forskningsenheden for Sundhedsfremme, Syddansk Universitet; 2018. 29 p. ([www.sdu.dk/detgodeliv](http://www.sdu.dk/detgodeliv)).

*English summary*

**Alcohol prevention among Danish adolescents - Effects of the intervention *The GOOD Life***

Social norm theory suggests that adolescents often overestimate their peers' alcohol use and that such misperceptions are positively associated with personal drinking. This study aimed to investigate if the school-based social norms intervention *The GOOD Life* would be able to correct such misperceptions and additionally reduce alcohol use among Danish pupils aged 13-17 years.

The intervention *The GOOD life* provided tailored normative feedback for each grade at participating schools using three different components; face-to-face communication, posters and interactive web application. During 2015 and 2016, 1,355 pupils from 38 schools in the region of Southern Denmark completed the project by answering an online survey before the intervention (T0) and 3 months after (T1).

The study found that pupils' exaggerated perceptions regarding their peers' use and approval of alcohol use were related to personal experience with alcohol. The findings also showed that receiving the intervention had a positive effect on norm perceptions and alcohol-related harms, but a preventive effect on binge drinking was only found among pupils with an intention to drink more alcohol. Hence, the social norms approach would be a suitable preventive strategy for alcohol prevention among Danish adolescents. In addition, we found that increased exposure and retention of the intervention enhanced the intervention effect and a promising approach would be to include various intervention components that support pupils' comprehension of the intervention.

# Binge drinking among Danish adolescents: The effect of externalizing and internalizing problems

**Anne Sofie H. Mikkelsen, Master of Science in Public Health**

Denmark is ranked in the top among countries where adolescents are consuming extensive amounts of alcohol (Kraus et al., 2014). Compared to European countries Danish adolescents almost drink twice as much as the European average when measuring binge drinking (more than 5 drinks on one occasion). Use of alcohol has been associated with health problems, and extensive use of alcohol, such as binge drinking can lead to severe health problems (Crews et al., 2016). With Danish adolescents' extensive use of alcohol, the need for knowledge about mechanisms encouraging this pathway will be beneficial. Externalizing problems have been extensively investigated in relation to alcohol use and results indicate that an externalizing pathway to binge drinking is present (Mietunnen et al., 2014; Virtanen et al., 2014; Englund et al., 2012; Goodman et al., 2010; Farmer et al., 2016; Colder et al., 2013). However, the directionality of internalizing problems and alcohol use reported is unclear. Furthermore, studies on gender differences are missing.

The aim of this study was therefore to investigate the association between externalizing and internalizing problems and binge drinking among Danish adolescents. Furthermore, we investigated whether gender differences were present in the study population.

The study was carried out by use of cross sectional baseline data from The GOOD Life study. The sample consisted of adolescents (mean age 14.8; male 47.8%) from 8th and 9th grade, from public schools in the Region of Southern Denmark (n=2,527). To test associations between externalizing- and internalizing problems and binge drinking binary logistic regression was applied. Gender differences were tested separately. Externalizing and internalizing problems were self-reported using the Strength and Difficulties Questionnaire developed by Goodman (Goodman et al., 1998). Binge drinking was measured by self-reported lifetime binge drinking.

The results showed that there was a strong association between externalizing problems and binge drinking among the Danish adolescents. This association was seen both for both boys and girls. Surprisingly, girls had a 1.5 times higher risk of binge drinking when having externalizing problems compared to boys. Only a few studies have been investigating this topic but with different results (Miettunen et al. 2014; Thompson et al., 2016). It was therefore not expected to find such a strong association between externalizing problems and binge drinking among girls in this study.

When looking at the association between internalizing problems and binge drinking no overall associations was found. By investigating gender separately, it was found that internalizing problems within boys demonstrated a protective effect on binge drinking. No significant effects were seen for girls with internalizing problems.

The consequences of high intake of alcohol can be extensive. The risk of accidents, arguments, fights and theft increase while under the influence of alcohol (Popovici et al., 2012; Thomsen, 2016). Adolescents undergo huge development in this period of life and being intoxicated increases the risk of lifelong biological alterations. It has been well described that early alcohol use is a robust predictor of later heavy drinking and that several pathways can explain this association (Hawkins et al., 1997). This indicates that early prevention is vital when the statistics are to be reversed. Considering the results from this study it is important that both boys and girls are targeted when prevention and intervention programs are developed.

## References

Colder CR, Scalco M, Trucco EM, Read JP, Lengua LJ, Wieczorek WF, m.fl. Prospective Associations of Internalizing and Externalizing Problems and Their Co- Occurrence with Early Adolescent Substance Use. *Journal of Abnormal Child Psychology*. 2013;41(4):667–77. <sup>[L]</sup><sub>[SEP]</sub>

Crews FT, Vetreno RP, Broadwater MA, Robinson DL. Adolescent Alcohol Exposure Persistently Impacts Adult Neurobiology and Behavior. *Pharmacological Reviews*. 2016;68(4):1074–109. <sup>[L]</sup><sub>[SEP]</sub>

Englund MM, Siebenbruner J. Developmental pathways linking externalizing symptoms, internalizing symptoms, and academic competence to adolescent substance use. *Journal of Adolescence*. 2012;35(5):1123–40. <sup>[L]</sup><sub>[SEP]</sub>

Farmer RF, Gau JM, Seeley JR, Kosty DB, Sher KJ, Lewinsohn PM. Internalizing and externalizing disorders as predictors of alcohol use disorder onset during three developmental periods. *Drug and Alcohol Dependence*. 2016;164:38–46. <sup>[1]</sup><sub>[SEP]</sub>

Goodman A. Substance use and common child mental health problems: examining longitudinal associations in a British sample: Substance use and mental health in Britain. *Addiction*. 2010;105(8):1484–96. <sup>[1]</sup><sub>[SEP]</sub>

Goodman R, Meltzer H, Bailey V. The Strengths and Difficulties Questionnaire: a pilot study on the validity of the self-report version. *European Child Adolescents Psychiatry*.;7(3):125–30. <sup>[1]</sup><sub>[SEP]</sub>

Hawkins, JD, Graham JW, Maguin E, Abbot R, Hill KG, Catalano RF, Exploring the effects of age of alcohol use initiation and psychosocial risk factors on subsequent alcohol misuse. *Journal of Studies on Alcohol* 58(5):280-290, 1997.

Kraus L, Leifman H, Vicente J, Guttormsson U, Molinaro S, Arpa S. ESPAD Report 2015: results from the European School Survey Project on Alcohol and Other Drugs. Luxembourg: Publications Office of the European Union; 2016 <sup>[1]</sup><sub>[SEP]</sub>

Miettunen J, Murray GK, Jones PB, Mäki P, Ebeling H, Taanila A, m.fl. Longitudinal associations between childhood and adulthood externalizing and internalizing psychopathology and adolescent substance use. *Psychological Medicine*. 2014;44(8):1727–38.

Popovici I, Homer JF, Fang H, French MT. Alcohol Use and Crime: Findings from a Longitudinal Sample of U.S. Adolescents and Young Adults: Alcohol Use and Crime. *Alcoholism: Clinical and Experimental Research*. march 2012;36(3):532–43. <sup>[1]</sup><sub>[SEP]</sub>

Thomsen J-P. Unge I Danmark - 18 år og på vej til voksenlivet. København: SFI - Det Nationale Forskningcenter For Velfærd; 2016. <sup>[1]</sup><sub>[SEP]</sub>

Thompson K, Leadbeater B, Ames M. Reciprocal Effects of Internalizing and Oppositional Defiance Symptoms on Heavy Drinking and Alcohol-Related Harms in Young Adulthood. *Substance Abuse: Research and Treatment*. 2016;21. <sup>[1]</sup><sub>[SEP]</sub>

Virtanen P, Nummi T, Lintonen T, Westerlund H, Hägglöf B, Hammarström A. Mental health in adolescence as determinant of alcohol consumption trajectories in the Northern Swedish Cohort. *International Journal of Public Health*. marts 2015;60(3):335–42. <sup>[1]</sup><sub>[SEP]</sub>

*Dansk resume*

**Druk blandt unge i Danmark: Effekten af internaliserende og eksternaliserende adfærd**

De danske unges alkoholforbrug er alarmerende. Behovet for undersøgelser, der viser de mekanismer, der har indflydelse på unges alkoholforbrug, er derfor afgørende for en effektiv indsats. Eksternaliserende adfærd og forbrug af alkohol er undersøgt i stor udstrækning i andre lande. Resultaterne viser, at eksternaliserende adfærd øger risikoen for druk. På baggrund af eksisterende litteratur er det dog stadig uklart, hvorvidt internaliserende adfærd øger risikoen for druk. Desuden findes der ikke mange studier, der har undersøgt, om der forekommer en forskel kønnene imellem. Formålet er at undersøge sammenhængen imellem eksternaliserende og internaliserende adfærd og druk blandt unge i Danmark.

Desuden undersøges det, hvorvidt der er forskel på kønnene. Der blev i studiet fundet en meget stærk sammenhæng imellem eksternaliserende adfærd og druk blandt unge. Resultatet viser ydermere, at piger havde 1,5 gange større risiko for at indgå i druksammenhænge sammenlignet med drenge. Derudover havde internaliserende adfærd hos drenge en beskyttende effekt. Studiets resultater understreger, at det er vigtigt, at pigerne indtænkes når forebyggelses- og interventionsprogrammer skal udvikles.



## How did pupils perceive *The GOOD Life* intervention?

### **Satayesh Lavasani Kjær, Master of Science in Public Health**

It is important that the evaluators of health promotion programmes are aware and understand the complexity of change mechanisms, if aiming to inform future intervention development or aiming for applying similar or the same interventions in other settings or populations (Moore et al., 2014). A process evaluation in relation to the programme needs to be conducted thoroughly, since it should use a comprehensive and systematic approach with focus on evaluating fidelity, dose delivered, dose received, reach, recruitment and context. An understanding of the context in which such complex interventions are delivered and received is known to be essential to explain why the intervention, or elements of it, do or do not work, or how the planners might expect impacts to be different if implemented in another setting or community (Moore et al., 2014). A thorough process evaluation is also warranted in the case of 'The GOOD Life' programme, since the programme is new and thereby will provide valuable feedback to the planners and other stakeholders of the project.

Therefore, this research describes how the pupils participating in 'The GOOD Life' intervention perceived the programme. The study is a part of a process evaluation within 'The GOOD Life', where qualitative methods are used consisting of 8 semi-structured focus groups, with 44 participants overall, conducted at 5 different schools where the intervention was conducted.

Based on the focus groups among pupils it can be concluded that the pupils were generally impressed by and satisfied with 'The GOOD Life' intervention. Furthermore, they liked the whole idea and concept of social norms messaging, where the focus is not only on their own but are also on their peers' perceptions and behaviours. They got surprised when seeing the facts on how their peers' attitudes, behaviours and norms were towards drinking alcohol, smoking, and using other illicit drugs. Their misperceptions were challenged, as they generally thought that the prevalence and percentages were a lot higher than the real figures showed. These positive aspects were

applicable for two of the three components, namely the feedback sessions and the posters, whereas not a lot of positive things and impressions were expressed regarding the web application.

The pupils were enthusiastic, when they were exposed to something that is different from what they are used to from everyday school teaching, which is why they liked the whole concept of using a web poll during the feedback session. It made the session fun and interesting, as they were actively involved. Although, some of the pupils preferred more variety during the feedback session, where e.g. games and showing short film clips, could have been a part of it, so it didn't become too boring. Regarding the posters most pupils had only positive points of view, as the layout and content are eye-catching and stand out from all the other 'traditional' interventions and posters that they are used to see at their school. In continuation hereof, the pupils stated, that an important factor, when using posters, was the location from where the posters are displayed, as it can affect the visibility and awareness. Furthermore, a need of getting a presentation of the posters was also expressed, as some of the pupils had difficulties to figure out the purpose of them. Most of the pupils did not know of the existence of the web application and those who have tried it felt that it is simply a repetition of what they had already been informed about and exposed to.

The analysis of whether the intervention has met the pupils' interest and needs, different themes emerged: influence, fidelity, anonymity and insecurity. Although, the majority felt that the intervention overall had an influence on them in a positive way, some of the boys stated that the intervention did not have any effect on their perceptions and beliefs towards this given issue. Furthermore, it became evident that promising pupils full anonymity is a key element to ensure that they feel secure to give reliable answers and moreover to strengthen or maintain fidelity of the intervention.

Furthermore, the pupils made suggestions for improvement of the intervention and would like to be exposed to varying approaches or methods in terms of having games, role playings, seeing illustrative film clips and active involvement combined with the components that are already

present in 'The GOOD Life' intervention. Too many repetitions can easily create a feeling of boredom, which makes them lose their interest and attention. Furthermore, making contests with prizes would evoke their attention, which should be considered to implement in the cases where attention or interest are difficult to draw by just informing them about it – e.g. motivate them to download and go through the web application.

More focus on giving the pupils usable information would be relevant for future interventions in this field, since the lack of or vague information caused unnecessary concerns, doubts, lack of awareness and interest. It is therefore a good idea to let the implementers of the intervention be more visible and involved in the school setting, instead of leaving some of the implementation tasks to the teachers - e.g. letting them choose the display of the posters. This is important since teachers do not have the same knowledge regarding the intervention, in case of questions from the pupils, and furthermore do not have the same interest as the implementers.

Finally, the focus group interviews revealed the need of simplicity that is required when dealing with this particular age group. This was mainly mentioned in relation to the questionnaires and to the posters, where many pupils expressed their confusion whenever a text formulation contained percentages. Instead of percentages numerical indications are recommended to use instead.

#### Reference

Moore, G., Audrey, S., Barker, M., Bond, L., Bonell, C., Cooper, C., Hardeman, W., Moore, L., O'Cathain, A., Tinati, T., Wight, D., Baird, J., 2014. Process evaluation in complex public health intervention studies: the need for guidance. *J. Epidemiol. Community Health* 68, 101–102.

<https://doi.org/10.1136/jech-2013-202869>

*Dansk resume*

***Elevernes opfattelse af indsatsen 'Det GODE Liv'***

Målet med undersøgelsen er at beskrive, hvordan eleverne, der deltog i 'Det GODE Liv' opfatter projektet. Denne undersøgelse er en del af procesevalueringen i 'Det GODE Live', hvor kvalitative metoder er brugt, bestående af otte semistrukturerede fokusgruppeinterviews med i alt 44 deltager udført på 5 forskellige skoler. Analyse: En overbliksmatrice er udviklet sammen med analyseskemaer. Skemaerne er delt op i tre temaer: 'Opfattelse af de tre sociale normer-komponenter', 'Interesse og behov' samt 'Tilfredshed og forbedringer' Resultat/konklusion: Eleverne er generelt imponerede og tilfredse med interventionen.

De kunne godt lide hele konceptet omkring sociale normer-budskaber. De blev overraskede, da de så de aktuelle fakta sammenlignet med deres egne opfattelser, da prævalensen var meget lavere end de forventede, hvilket betyder, at deres fejlopfattelser omkring deres klassekammeraters attitude, adfærd, og normer i forhold til alkoholindtag, rygning og andre ulovlige stoffer nu er udfordret. Eleverne er vilde med variation i en intervention samtidig med, at det er simplificeret, dog er gentagelse af enten den information, der bliver givet eller metoderne, der bliver brugt set som værende nøgelfaktor for at miste deres interesse og opmærksomhed.

Emner, der lader til at have betydning for eleverne, er; indflydelse, troskab, anonymitet og usikkerhed. Flertallet føler, at interventionen har haft en positiv indflydelse, selvom drengene lader til at have et mere afslappet forhold til det, da de er overbevist om, at intet kan influere deres opfattelse, attitude og adfærd. Ydermere, det at love eleverne anonymitet, får dem til at føle sig sikre og trygge, så de kan angive sande svar, og endvidere styrke eller fastholde interventionens troskab og nøjagtighed.

# Den følelsesmæssige læringsdimension i *Det GODE Liv*

## **Ann Sophia Bertelsen, Bachelor in Nutrition and Health, Master in Public Health**

### **Baggrund**

Interventionen Det GODE Liv handlede om, at eleverne skulle få mere præcis viden om deres kammeraters forbrug af alkohol og andre stoffer. Man kan derfor sige, at der var tale om en læringsituation, da det var interventions mål, at eleverne tilegnede sig en ny viden. Denne læringsdimension i interventionen fandt jeg særlig interessant og valgte derfor at se nærmere på dette i relation til nyere forskning om, hvordan følelser påvirker læring.

Mary Helen Immordino-Yang, professor i Uddannelse, Psykologi og Neurovidenskab på University of Southern California, præsenterer i sin nyeste bogudgivelse *"Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience"* en kompleks sammenhæng mellem følelser og læring og lægger vægt på følelsernes rolle i forhold til at modtage og optage læring. Ifølge Immordino-Yang er det nødvendigt at inddrage følelses-aspektet i undervisningen, hvis skolebaseret læring skal være motiverende for eleverne og kunne producere ny viden og færdigheder hos eleven (1). For at inddrage følelser i undervisningen og læringsituationer er det vigtigt først at fastslå, hvad følelser egentlig er. Immordino-Yang beskriver, at mennesker har mange følelser såsom nysgerrighed, der får os til at udforske misundelse, der får os til at matche andres kvaliteter samt interesse eller kedsomhed, der kan skærpe eller aflede vores opmærksomhed. Følelserne er individets personlige reaktioner til hverdagens situationer af alle slags(1). På samme måde beskriver den danske læringsforsker Knud Illeris, at følelserne konstant regulerer menneskets adfærd og tilegnelsesproces i læringsituationer (2). Illeris har defineret *Læringens tre dimensioner*, hvori følelser indgår i den dimension, der kaldes *Drivkraft*.

Det er Illeris's grundlæggende tese, at der i enhver tilegnelsesproces indgår en drivkraft. Der skal være en drivkraft, for at individet kan tilegne sig noget. Drivkraftdimensionen udgøres af, hvad der i dagligdagssproget ofte kaldes motivation, følelser og vilje. Der kan være tale om følelser som usikkerhed, nysgerrighed og at noget føles sjovt eller spændende. Drivkraften er følelser, der får os til at opsøge ny viden, forståelse eller nye færdigheder. Drivkraften kan være tilstede eller fraværende og den kan føles positiv eller negativ. Illeris beskriver drivkraften som det følelsesmæssige og motivationelle element. Der skal altså være en følelse, der sætter tilegnelsesprocessen i gang og gennemfører den og han lægger vægt på, at et af de vigtigste resultater af de senere års lærings- og hjerneforskning er, at succesfuld læringen skal være drevet af en drivkraft, fx lyst og interesse eller at det føles spændende og relevant (2).

For at eleverne i Det GODE liv-interventionen kunne tilegne sig den nye viden om kammeraternes forbrug af alkohol og andre stoffer og de faktiske normer, skulle der altså være en følelse og drivkraft, der kunne sætte tilegnelsesprocessen i gang. Formålet med mit kandidatspeciale var derfor at analysere, hvilke følelser eleverne gav udtryk for at have i forbindelse med de tre social-norm-interventionskomponenter, som interventionen indeholdt (1. Feedback sessionen, 2. Plakaterne, 3. Webapplikationen).

## Metode

Studiet havde en fænomenologisk og hermeneutisk tilgang og semistrukturerede fokusgruppeinterviews blev valgt som dataindsamlingsmetode. Disse varede gennemsnitligt 30 minutter og blev afholdt i elevernes vante omgivelser på deres skole. Hver fokusgruppe bestod af 2 til 8 deltagere og deltagerne gik på den samme skole. Der blev i alt gennemført 8 fokusgruppeinterviews på 5 forskellige skoler. Metoden *Systematisk Tekst Kondensering* (3) blev anvendt som analysemetode og alle data blev håndteret i dataprogrammet NVIVO. Uddybende informationer om Det GODE Liv-interventionen findes i design artiklen fra Stock et al. (4).

## Resultater

Analysen viste, at eleverne gav udtryk for flere forskellige følelser i forbindelse med de tre interventionskomponenter. Figur 1 viser hvilke følelser eleverne gav udtryk for ved henholdsvis feedback sessionen, plakaterne og webapplikationen.

	Positiv drivkraft	Negativ drivkraft
<b>Følelser i forbindelse med Feedback session:</b>		
Overrasket	X	
Sjovt	X	X
Kedeligt		X
Genert		X
Interessant	X	
Spændende	X	
Afslappet	X	
<b>Følelser i forbindelse med Plakater:</b>		
Opmærksom	X	
Personlig relevans	X	
Overrasket	X	
Irrelevant		X
Tvivl		X
<b>Følelser i forbindelse med Web-app:</b>		
Irrelevant		X
Tvivl		X

**Figur 1:** Resultater. Figuren viser hvilke følelser eleverne havde i forbindelse med de tre interventionskomponenter og om disse følelser kan karakteriseres som en positiv eller negativ drivkraft.

Som det kan ses i Figur 1, var der elever, der følte sig overraskede både under feedback sessionen og i forhold til plakaterne. Eleverne udtrykte i fokusgruppeinterviewene, at deres tanker om kammeraternes alkoholforbrug var blevet udfordret og hos mange viste det sig, at kammeraternes alkohol og stofforbrug var helt anderledes, end de forventede. Eleverne blev derfor klar over, at mange af deres tanker var misforståelser og ikke stemte overens med virkeligheden, den faktiske norm. Derfor følte de sig overraskede.

Fokusgruppeinterviewene viste desuden, at mange elever befandt sig i tilstande af '*pluralistisk uvidenhed*' og '*falsk konsensus*' eller, at nogle elever troede, de var '*falsk unikke*' (5) (6) (7). Fokusgruppeinterviewene viste tilmed, at social-norm-begreberne '*offentlig samtale*' og '*bærer af misforståelsen*' bidroede til udvikling og fastholdelse af misforståelser om elevernes vaner for forbrug af alkohol og andre stoffer (8) .

Analysen af fokusgruppeinterviewene gjorde det endvidere tydeligt, at eleverne havde meget forskellige og nogen gange modsatte følelser. I forbindelse med feedback-sessionen følte nogle elever, at de kedede sig, mens andre elever følte, at feedback-sessionen var spændende. På samme måde følte nogle elever, at plakaterne var personligt relevante for dem, mens andre følte, de var irrelevante. I forbindelse med både plakaterne og webapplikationen, udtrykte nogle elever, at de følte tvivl om, hvad interventionerne egentlig gik ud på og hvad budskabet var.

### **Følelsesmæssig tilknytning og drivkraft til læringsmaterialet**

Udover at beskrive de følelser eleverne gav udtryk for, valgte jeg med udgangspunkt i Illeris's teori om læringens drivkraft, samt teori fra Immordino-Yang at opdele følelserne efter, om de kunne kategoriseres som en negativ eller positiv drivkraft i tilegnelsesprocessen. Denne kategorisering ses ligeledes i figur 1.

Som det ses i figur 1 er følelseselementet *sjovt* under interventionstypen feedbacksessionen kategoriseret både som en positiv og en negativ drivkraft. Dette skyldes, at eleverne udtrykte, at feedback-sessionen følte sjov og underholdende, men nogle elever påpegede samtidig, at det



sjove element kunne virke negativt, fordi det gik udover engagementet og seriøsiteten. Ligeså fremhæver Immordino-Yang da også, at det er en balancegang, hvornår jokes og underholdende tanker og udtryk føles som en positiv drivkraft og hvornår det sjove element kan forstyrre elevernes følelsesmæssige tanker og dermed være en hindring for at optage læringsindholdet (1). Immordino-Yang lægger desuden vægt på, at hvis eleven føler, at undervisningen er kedelig og irrelevant, opnår eleven ikke nogen særlig følelsesmæssig tilknytning til materialet og det er derfor sandsynligt, at eleven ikke vil kunne læringsmaterialet og deres læring på længere sigt (1). På baggrund af dette karakteriserede jeg følelserne 'kedeligt' og 'irrelevant' som negative drivkræfter. Følelsesmæssig tilknytning kan også være svær at opnå, hvis eleven føler sig genert, fordi de følelser, eleven har i forbindelse med sin generthed, forstyrrer hans/hendes tilegnelsesproces (1). Derfor karakteriserede jeg følelsen 'genert', som en negativ drivkraft.

Det er desuden et kerneelement hos Immordino-Yang, at der skal være et socialt miljø i klasselokalet, som bidrager med tillid og respekt, således at eleverne ikke føler skam eller forlegenhed, hvis de begår fejl. Desuden er det essentielt, at eleven forstår målet og budskabet i læringsituationen. Hvis eleven sidder tilbage med en følelse af tvivl omkring læringsmaterialet, er læringsudbyttet tabt på forhånd. Derfor påpeger Immordino-Yang, at det er centralt, at eleven forstår målet med undervisningen helt præcist (1). Når eleven i Det GODE Liv ikke forstår teksten på plakaterne eller formålet med web-app'en, kan han/hun ikke opnå en drivkraft og følelsesmæssig tilknytning. Derfor er følelsen 'tvivl' en negativ drivkræft.

Som det ses på figur 1, udløste webapplikationen kun negative drivkræfter; tvivl og irrelevans. En mulig årsag til følelsen af irrelevans kan dog være, at webapplikationen var den sidste interventionskomponent og eleverne havde måske allerede tilegnet sig den tilsigtede viden og følte derfor, at webapplikationen var irrelevant. Såfremt webapplikationen havde stået alene som eneste interventionskomponent, havde resultaterne muligvis set anderledes ud.

Modsat webapplikationen blev plakaterne omtalt med både positive og negative følelser. Hertil kan det pointeres, at eftersom interventionen ikke tvinger eleverne til at se på plakaterne, kan de elever, som følte en positiv drivkraft og følelsesmæssig tilknytning til plakaterne, opnå en effekt fra interventionstypen, mens de elever, som følte plakaterne var irrelevante, kan ignorere dem.

Dette illustrerer netop begrundelsen for at *Det GODE Liv*-interventionen anvendte flere interventionstyper. Ved at anvende flere typer social-norm-interventioner er der større mulighed for at tilfredsstille elevernes forskellige behov og læringspræference.

Feedback sessionen udløste mange positive drivkræfter, da eleverne udtrykte at feedback-sessionen var både overraskende, interessant, spændende og afslappet, hvilket illustrerer, at eleverne havde gode muligheder for at opnå følelsesmæssig tilknytning til materialet og læringsituationen.

Efter grundig litteratursøgning er det efter vores viden første gang den følelsesmæssige læringsdimension i en social norm intervention bliver undersøgt og analyseret, og da resultaterne viste både negative og positive følelsesmæssige reaktioner i forbindelse med deltagelse i tre social-norm-interventioner, er undersøgelsen en relevant komponent i evalueringen af *Det Gode Liv* for at opnå en forståelse for virkningen af interventionen, samt kunne vurdere om eleverne lærte og forstod de budskaber, de blev præsenteret for.

## Konklusion

Studiets resultater viste, at de tre social-norm-interventioner frembragte både positive og negative følelser hos eleverne, hvilket kan indikere både positive og negative drivkræfter. Resultaterne illustrerede, at der var positiv følelsesmæssig tilknytning til læringsmaterialet i de to social-norm-interventioner *Feedback-session* og *Plakater*, samt et positivt følelsesmæssigt klima i klasselokalet. Derimod blev der kun udtrykt negative drivkræfter og ringe følelsesmæssig tilknytning til webapplikationen.

## Referencer:

1. Immordino-Yang, M. H., (2016). *Emotions, learning and the Brain: exploring the educational implications of affective neuroscience* (First edition ed.). New York: W.W. Norton & Company.
2. Illeris, K. (2015). *Læring* (vol. 3.). Frederiksberg: Samfundslitteratur.
3. Malterud K. Systematic text condensation: a strategy for qualitative analysis. *Scandinavian journal of public health*. 2012;40(8):795-805.

4. Stock, C., Vallentin-Holbech, L. & Rasmussen, B. M. (2016). The Good Life: Study protocol for a social norms intervention to reduce alcohol and other drug use among Danish adolescents. *BMC Public Health*, 15, 704.
5. Prentice DA, Miller DT. Pluralistic Ignorance and Alcohol Use on Campus: Some Consequences of Misperceiving the Social Norm. *Journal of Personality and Social Psychology*. 1993;64(2):243-56.
6. Ross L, Greene D, House P. The “false consensus effect”: An egocentric bias in social perception and attribution processes. *Journal of Experimental Social Psychology*. 1977;13(3):279-301.
7. Suls J, Wan CK. In search of the false-uniqueness phenomenon: Fear and estimates of social consensus. *Journal of Personality and Social Psychology*. 1987;52(1):211-7.

*English summary*

***Emotional learning dimension in The Good Life***

In recent years there has been a lot of focus on how our emotions affect how we learn and acquire new knowledge. The Danish researcher Knus Illeris has defined “*the three dimensions of learning*”, in which emotions are included in the dimension called “*driving force*”. It is Illeris' thesis that in any acquisition process, there must be a driving force for the individual to acquire new knowledge or skills. The dimension of the driving force is constituted of what we in everyday life often call motivation, emotion and will.

Likewise, the US American researcher Mary Helen Immordino-Yang describes a complex relationship between emotions and learning and emphasizes the need to involve the emotional aspect of teaching if school-based learning is to be motivating for the students and able to produce new knowledge and skills in the student.

*The Good Life* intervention contained three social norm interventions, where the students were presented with new insights about use their perceptions of peer alcohol and other drug use. A social norm intervention can therefore be referred to as an educational situation where students are expected to acquire new knowledge. The purpose of this study was therefore to study the learning and emotional dimension of the three social norm intervention components of *The Good Life*, as well as to analyse the expressed emotional responses of the students.

The results of the study showed that the three social norm intervention components produced both positive and negative emotions among the students, which could indicate both positive and negative driving forces. The results illustrated that there was positive emotional attachment to the learning situations in the two components' feedback session and posters, as well as a positive emotional climate in the classroom. However, regarding the third social norm component, the web-application, the students only expressed merely negative driving forces and poor emotional attachment.

## Information about ongoing projects in the unit

### **Ny bevilling til alkoholforebyggelse med Virtual Reality Lektor Christiane Stock**

Lektor Christiane Stock modtog en bevilling fra TrygFonden på Dkk 2.1 mill. til udvikling af en indsats til at forebygge rusmiddelbrug blandt de unge. Dette projekt vil ved hjælp af ny og innovativ teknologi skabe en virtuel verden, der skal hjælpe unge med at opbygge deres evner til at navigere og sige fra i situationer, hvor de kan føle sig udsat for gruppepres i forhold til alkohol og andre rusmidler. Projektet gennemføres i et samarbejde mellem institutter fra Det Sundhedsvidenskabelige og Det Tekniske Fakultet (lektor Gunver Majgaard fra Mærsk McKinsey Møller Institutet) på SDU. I projektet samarbejdes desuden med Griffith Universitetet i Australien, med SSP-enheder (Skole, Socialforvaltning og Politi) i kommunerne samt andre eksterne partnere.

Se hvad lektor Gunver Majgaard fortaler om projektet på tv2.

<https://www.tv2fyn.dk/ugens-gaester/unge-skal-laere-sige-nej-til-alkohol?autoplay=1#player>



Projektet er inspireret af et australsk virtual reality-spil til unge. Det skal hjælpe dem med at modstå gruppepres til fester. Appen er udviklet af forskere fra Griffith University. (© Griffith University)

*English summary*

*Associate professor Christiane Stock received Dkk 2,1 million funding from TrygFonden to develop a Virtual Reality based tool for the training of alcohol and other drug resistance skills among Danish adolescents, which will be realized in cooperation with associate professor Gunver Majgaard from the Technical Faculty at SDU and with partners from Griffith University, Australia, as well as prevention units in the municipalities and other external partners.*

## Other news

### Staff News

#### Post Doc Subash Thapa



Subash Thapa is a Postdoc at Research Unit for General Practice in Odense. He has been working in the Unit for Health Promotion Research since May 2018 and will be here autumn 2018. As a Postdoc, he is mainly responsible to provide his input in SDU's collaboration with King Saud University (KSU), Riyadh, Saudi Arabia. This includes providing technical assistance to Prince Naif Health research Center, KSU in two ongoing research projects, and coordinating the short courses that are to be planned and delivered by SDU as a part of SDU-KSU collaboration. He is also engaged in systematically reviewing and understanding the process of disclosure of positive cancer genetic test results.

Subash Thapa is originally from Nepal. He completed his PhD dissertation on 'HIV prevention among vulnerable populations' from University of Leuven, Belgium in September 2017. His research interest includes using mixed-methods approaches to explore and understand whether and how complex social phenomenon (e.g., social stigma, cultural practices, gender-based violence) influence health behaviours and disease risks.

Besides, he is passionate about playing football and has had experiences in coaching and training junior players for several years in Nepal.

#### *Dansk resume*

**Subash Thapa**, postdoc er nyansat ved Forskningsenheden for Almen Praksis på SDU. I øjeblikket er Subash tilknyttet Sundhedsfremme med ansvar for input til SDUs samarbejde med King Saud Universitet i Saudi-Arabien. Han koordinerer her kurser af kortere varighed. Subash kommer fra Nepal og har lavet sin ph.d. omkring 'HIV-forebyggelse for udsatte befolkningsgrupper' fra Leuven Universitet i Belgien tilbage i september 2017.

## PhD defences in the unit

# Residents in deprived neighbourhoods are more likely to have health-risk behaviour than the general population

**Maria Holst Algren, PhD Defence, Unit for Health Promotion Research, Department of Public Health, University of Southern Denmark (SDU)**

On March 21, 2018, Algren defended her PhD thesis with the title 'Health-risk behaviour in deprived neighbourhoods: Socioeconomic inequalities and the role of perceived stress, social isolation, and loneliness' at SDU in Esbjerg.

### **Committee of Examiners**

Professor, Dr. Anne Ellaway, MRC/CSO Social and Public Health Sciences Unit,  
University of Glasgow

Associate Professor Henrik Bøggild, Public Health and Epidemiology Group,  
Department of Health Science and Technology, Aalborg University

Associate Professor Bernard Jeune, Department of Public Health, University of  
Southern Denmark (chairman)



## Principal Supervisor

Professor Pernille Tanggaard Andersen, Unit for Health Promotion Research, Department of Public Health, University of Southern Denmark.

## Summary

The overall aim of the PhD thesis was to examine health-risk behaviours in deprived neighbourhoods compared with those in the general Danish population, and to investigate the role of perceived stress, social isolation, and loneliness on health-risk behaviour in deprived neighbourhoods.

A systematic literature review was conducted as an initial step to summarize available literature on health-risk behaviours in deprived neighbourhoods compared with those in non-deprived neighbourhoods (**paper I**). The other studies (**paper II-IV**) in the thesis were based on data from the cross-sectional *Deprived Neighbourhood Health Profile Survey*, which was undertaken by the Danish Health Authority in 12 deprived neighbourhoods in Denmark in 2011. A total of 5,113 interviews were collected (response rate: 63%). Data for the general population were extracted from the *Danish Health and Morbidity Survey 2010*, which was conducted by the National Institute of Public Health at the University of Southern Denmark in 2010. A total of 15,165 individuals completed the questionnaire (response rate: 61%).

The systematic review (**paper I**) showed that residents in deprived neighbourhoods had higher odds of smoking and physical inactivity compared to those in non-deprived neighbourhoods. The results were ambiguous for low fruit and vegetable consumption and alcohol consumption, and no clear differences were found. **Paper II** showed that residents in deprived neighbourhoods had higher odds of health-risk behaviours (except high-risk alcohol intake) compared to the general Danish population, even after adjustment for socioeconomic characteristics. In the deprived neighbourhoods especially men, residents with lower educational level, unemployed, disability pensioners and residents living alone were more likely to have health-risk behaviours. **Paper III-IV** found that residents in deprived neighbourhoods had higher odds of perceived stress and loneliness than the general Danish population. Overall, perceived stress, social isolation, and

Loneliness were associated with health-risk behaviour in deprived neighbourhoods, although no significant associations were found for high-risk alcohol intake.

### *Dansk resume*

Det overordnede formål med ph.d.-afhandlingen var at undersøge sundhedsrisikoadfærd i socialt udsatte boligområder sammenlignet med den generelle danske befolkning, samt at undersøge betydningen af oplevet stress, social isolation og ensomhed for sundhedsrisikoadfærd i udsatte boligområder.

Indledningsvist blev den eksisterende forskning om sundhedsrisikoadfærd i udsatte boligområder sammenlignet med ikke-udsatte boligområder sammenfattet i en systematisk litteraturgennemgang (**artikel I**). De øvrige studier (**artikel II-IV**) i afhandlingen var baseret på tværsnitsdata fra *Nærmiljø-sundhedsprofilundersøgelsen*, som blev udført af Sundhedsstyrelsen i 12 udsatte boligområder i Danmark i 2011. I alt blev der gennemført 5.113 interviews (svarprocent: 63 %). Data om den generelle danske befolkning var fra *Sundheds- og sygelighedsundersøgelsen 2010*. I alt 15.165 personer gennemførte spørgeskemaundersøgelsen (svarprocent: 61 %).

Den systematiske litteraturgennemgang (**artikel I**) viste, at beboere i udsatte boligområder havde en højere odds for at ryge og for at være fysisk inaktive sammenlignet med beboeren i ikke-udsatte boligområder. Resultaterne var tvetydige for lavt indtag af frugt og grønt samt for alkoholforbrug, og der blev ikke fundet nogen klare forskelle. **Artikel II** viste, at beboere i udsatte boligområder havde højere odds for sundhedsrisikoadfærd (undtagen højrisiko alkoholindtag) sammenlignet med den generelle danske befolkning, selv efter justering for socioøkonomiske karakteristika. I de udsatte boligområder var det især mænd, beboere med lavere uddannelsesniveau, arbejdsløse, førtidspensionister og beboere der bor alene, der var mere tilbøjelige til at have sundhedsrisikoadfærd. I **artikel III-IV** blev det fundet, at beboere i udsatte boligområder havde en højere odds for stress og ensomhed sammenlignet med den generelle danske befolkning. Desuden blev det fundet, at stress, social isolation og ensomhed var associeret med sundhedsrisikoadfærd i de udsatte boligområder. Dog blev der ikke fundet nogle signifikante associationer i forhold til højrisiko alkoholindtag ved stress og ensomhed.

Electronic version of the PhD thesis (without original papers I-IV) is available at:

[www.sdu.dk/healthpromotion](http://www.sdu.dk/healthpromotion)

**Contact information:**

Maria Holst Algren, postdoc, PhD, National Institute of Public Health, SDU, E-mail: maho@sdu.dk



Maria Holst Algren during the defense



Bernard Jeune, Maria Holst Algren, Anne Ellaway, Henrik Bøggild, Pernille Tanggaard Andersen

## Elever mellem 13 og 17 år der involveres i den alkoholforebyggende indsats *Det GODE Liv*, oplever færre problemer relateret til alkohol og er tilbøjelige til at drikke mindre

**Lotte Vallentin-Holbech, Ph.d.-forsvar, Forskningsenheden for Sundhedsfremme, SDU, Esbjerg**

Den 2. maj 2018 forsvarede Lotte Vallentin-Holbech sin ph.d. afhandling med titlen '*The GOOD Life - A social norms intervention to reduce alcohol use and its harmful consequences among Danish adolescents*' på SDU, Esbjerg.

### **Bedømmelsesudvalget bestod af:**

Lektor Jan Toftegaard Støckel, (Formand), Department of Sports Science Clinical Biomechanics, Syddansk Universitet

Lektor Diana Stark Ekman, MPH, MD, School of Health and Education, University of Skövde, Sverige

Lektor Lars Holmberg, Faculty of Law Research Centres, Københavns Universitet

**Hovedvejleder:** Lektor Christiane Stock, Sundhedsfremme, Syddansk Universitet

### **Resumé**

Formålet med dette ph.d.-projekt var, at udvikle samt evaluere effekten af interventionen *Det GODE Liv*. Interventionen henvender sig til danske elever i alderen 13-17 år og sigter på at reducere overdrevne forestillinger omkring andres alkoholforbrug, samt reducere 'binge drinking' (5 eller flere genstande ved en lejlighed) og alkoholrelaterede problemer. Afhandling er baseret på tre artikler der har følgende målsætninger: 1) at analysere sammenhængen mellem danske elevers brug af alkohol og andre rusmidler, og deres opfattelse af sociale normer vedrørende alkohol og andre rusmidler, 2) at undersøge effekten af *Det GODE Liv* på elevernes 'binge drinking', konsekvenser relateret til alkohol samt på elevernes opfattelse af deres jævnaldrendes

alkoholforbrug og 3) at undersøge om eksponeringsniveauet af intervention og det eleverne husker af budskaberne i *Det GODE Liv*, har indflydelse på interventionseffekten.

Forskning viser, at et højt forbrug af alkohol er forbundet med dårligere indlæring og at et tidligt eller højt forbrug i løbet af ungdommen kan føre til et misbrug senere i livet. Både nationale og internationale undersøgelser har vist, at danske unges alkoholforbrug er faldende, men at de stadig drikker mere end unge i andre europæiske lande. Behovet for at fastholde og forstærke en reduktion af danske unges alkoholforbrug er derfor stadig aktuell.

Vores studie viste, at de unges overdrevne opfattelser vedrørende deres jævnaldrendes brug af og meninger om alkohol, er stærkt relateret til deres personlige erfaringer med alkohol. Dette kan føre til, at de sætter deres eget forbrug op, da de antager at alkohol er en betydelig del af de sociale normer der hersker i den gruppe, de identificerer sig med. Fx har de fleste elever i 8. og 9. klasse aldrig drukket sig fulde, men flertallet tror, at deres skolekammerater ofte er fulde.

Tidligere studier har vist, at ved at rette disse misforståelser omkring unges alkoholvaner er det muligt at reducere overforbrug af alkohol blandt unge. Gennem indsatsen *Det GODE Liv*, som vi har gennemført på 38 skoler i Region Syddanmark, arbejdes der med disse misforståelser og efter indsatsen var eleverne mindre tilbøjelige til at overvurdere hvor meget deres jævnaldrende drak sammenlignet med elever i en kontrolgruppe. Det var også mindre sandsynligt at eleverne rapporterede alkoholrelaterede problemer. Dog blev der ikke fundet en tydelig reduktion af alkoholforbruget blandt de elever, der deltog i *Det GODE Liv*, men der var en tydelig tendens til, at de som allerede drak, reducerede deres overforbrug af alkohol. Derudover viste studiet, at en øget eksponering og genkaldelse af budskaberne forbedrede interventionseffekten. Fremadrettet vil en lovende tilgang være at inkludere forskellige interventions-elementer, der understøtter elevernes forståelse af social pejling i forbindelse med alkohol og andre rusmidler.

Elektronisk version af ph.d.-afhandlingen, uden originale artikler findes på:

[www.sdu.dk/healthpromotion](http://www.sdu.dk/healthpromotion)

**Kontakt:** Lotte Vallentin-Holbech, ph.d., e-mail: lvholbech@health.sdu.dk



*English summary*

***PhD defence of Lotte Vallentin-Holbech, Health Promotion, Esbjerg.***

***‘The GOOD Life - A social norms intervention to reduce alcohol use and its harmful consequences among Danish adolescents’***

The purpose of this PhD project was to develop and evaluate the effect of the school-based social norms intervention *The GOOD Life*, which aims to reduce potential misperceptions, binge drinking (5 or more drinks per one occasion) and alcohol-related harms among Danish pupils aged 13-17 years. Three papers were included in the thesis, and the specific objectives were to: 1) analyse the associations between personal use of alcohol and other drugs (AODs) among pupils in Denmark and their perceptions of descriptive and injunctive norms regarding the use of AODs, 2) examine the effect of *The GOOD life* on pupils’ perception of peer drinking, on binge drinking and on alcohol-related harms, and 3) investigate whether the level of exposure to the intervention components as well as retention of the social norms messages have an impact on the intervention effects of *The GOOD life*

The thesis highlights that when 13 to 17-year-old students actively participate in the intervention *The GOOD Life*, they report less alcohol-related harms and they tend to engage in less harmful drinking episodes. The analyses showed that pupils’ exaggerated perceptions regarding their peers’ use and approval of alcohol use were related to personal experience with alcohol. The findings from the effect evaluation suggested that the social norms approach could be a suitable preventive strategy for alcohol prevention among Danish adolescents. In addition, we found that increased exposure and retention of the intervention enhanced the intervention effect. Furthermore, a promising approach would be to include various intervention components that support pupils’ comprehension of the intervention.

# Velfærdsteknologi, autonomi og aldrende kroppe – vasketoiletet som case

**Anne Marie Dahler forsvarede sin ph.d.-afhandling, 20. august 2018 på Syddansk Universitet i Esbjerg**

## **Bedømmelsesudvalget:**

Helle Johannesen (Forperson), Professor, Institut for Sundhedstjenesteforskning, Brugerperspektiver, Syddansk Universitet

Niels Christian Mossfeldt Nickelsen, Lektor, Pædagogisk Psykologi, DPU, Århus Universitet

Hilde Thygesen, Førsteamanuensis, Institut for Ergoterapi og Ortopediingeniørfag, Høgskolen i Oslo og Akershus

## **Hovedvejleder:**

Pernille Tanggaard Andersen, Professor, Forskningsleder, Forskningsenheden for Sundhedsfremme, Institut for Sundhedstjenesteforskning, Syddansk Universitet

## **Medvejledere:**

Finn Olesen, Lektor, Center for Science-Technology-Society Studies r, Institut for Kommunikation og Kultur, Aarhus Universitet

Lis Holm Petersen, Lektor, Forskningsprogrammet Kommunal Forvaltning og Praxis, Center for Anvendt Velfærdsforskning, University College Lillebælt

Dorte Malig Rasmussen, Ph.d. tidl. programleder, Forskningsprogrammet Velfærdsteknologi, Center for Anvendt Velfærdsforskning, University College Lillebælt

## **Resume af afhandlingen:**

Baggrund: Nogle af de forventninger, der er til velfærdsteknologier er, at de kan gøre borgere selvhjulpne og mindre afhængige af hjælp fra plejepersonale, og dermed bidrage til at reducere udgifter for kommunerne, afværge nedslidning af plejepersonale og samt at skabe livskvalitet for borgerne. Velfærdsteknologier kobles politisk/strategisk med social- og sundhedspolitiske værdier som autonomi, empowerment, uafhængighed, værdighed med mere, - værdier der er tæt knyttet til opfattelsen af medborgerskab i demokratiske samfund. Det er denne sammenkobling af teknologier og værdier, der er udgangspunktet for projektet.

Formål: Projektets sigte er at undersøge hvordan og hvilke normativiteter, der flettes sammen med velfærdsteknologier i en dansk sammenhæng og i tilknytning hertil hvad teknologierne gør for og med ældre mennesker, samt hvad ældre mennesker gør med og ved teknologierne. At undersøge, hvordan kvinder med leddegigt håndterer sygdom, moderskab og arbejdsliv, og hvordan kvindernes forståelse for og håndtering heraf kommer til udtryk i interaktioner med sygeplejersker i ambulante sygeplejekonsultationer.

Metode og empiri: Projektets empiriske case er implementeringen af vaske toiletter i en stor dansk kommune. Det empiriske materiale omfatter nationale og lokale strategier for udbredelse af velfærdsteknologier, interne (kommunale) notater vedr. implementering af vaske toiletter, 10 individuelle interviews med ældre brugere af vasketoiletter samt 10 (individuelle og gruppe) interviews med ledere og medarbejdere i såvel forvaltning som driftsenheder i kommunen.

Resultater/Konklusion Projektet viser, hvordan velfærdsteknologier bliver til i konkrete forvaltningsmæssige praksisser, hvor lovgivning, politiske strategier, økonomiske styringsredskaber og fagprofessionelle ideologier (rehabilitering) enacter forskellige versioner af teknologierne, og dermed forskellige forventninger til, hvad de kan og skal, der hvor de implementeres. Værdier som selvhjulpethed, uafhængighed og autonomi interagerer med teknologierne, som omdrejningspunkt for forventninger om at teknologier tilvejebringer besparelser i kommunerne, letter arbejdet for medarbejderne og skaber ældre borgere, der kan klare sig med mindre hjælp fra velfærdssystemet. Ældre borgeres interaktioner med teknologierne undersøges med afsæt i feministiske teoriers forståelse af ældres identiteter og kroppe som specifikke, kødelige og under aldring, og projektet viser, at autonomi – i forskellige versioner – er flettet ind i ældre menneskers liv med teknologier, men ikke altid, og ikke i alle relationer og situationer.



**Kontakt informationer: Anne Marie Dahler, [anmd@ucl.dk](mailto:anmd@ucl.dk), telefon: 51777182**



Anne Marie Dahler efter forsvaret under receptionen



Anne Marie Dahler under forsvaret i auditoriet på SDU i Esbjerg

*English summary*

**PhD defence of Anne Marie Dahler University College Lillebælt and Health Promotion in Esbjerg**

***Welfare technology, autonomy and aging bodies – wash toilets as a case.***

For more than 10 years welfare technologies have been on the political agenda as one of a series of tools that can help manage what politically is called the demographic challenge or the burden of aging. The thesis investigates how welfare technologies and normativities in welfare state/municipal practice and elderly peoples' everyday lives are interwoven by addressing the following questions – with the wash toilet as a case:

1. How is the wash toilet enacted in political strategies and administrative practices in the municipality and which expectations are linked to its implementation?
2. How do elderly citizens use wash toilets and what values do the toilets imply for their users?
3. How do elderly people practice autonomy/self-reliance in relation to the wash toilet?

Three articles were part of the thesis. The common basis for the articles is an investigation of how welfare technologies, values and normativities are interwoven and what technology does to and with elderly people. The project shows how welfare technologies come to be a part of specific administrative practices, where legislation, political strategies, economic management tools and professional ideologies (rehabilitation) enact different versions of the technologies, including different expectations in regard to what they can and should do where they are implemented. Values such as self-reliance, independence and autonomy are enacted with the technologies, as a basis for the expectations that technologies will make possible cost-cutting in the municipalities, will ease the work for staff and create elderly citizens who can manage with less support from the welfare system. The thesis contributes with a nuanced understanding of the ways in which welfare technology can be said to be interwoven with values and normativities and in which implementation of wash toilet is linked to different notions of autonomy.

## Lay Summaries of Published Research

### **Traditional and complementary health practitioners can help prevent HIV in low-income countries**

***Subash Thapa, Postdoc, Research Unit for General Practice (currently working at Unit for Health Promotion Research)***

Low-income countries, including Nepal, depend on foreign economic support to provide HIV prevention services to the people. A recent decrease in this support means that people residing in some of these countries would have poor access to testing and medical treatment services for HIV infection.

On the other hand, in several low-income countries, most people rather seek traditional and complementary health care, such as Yoga, Ayurveda, Homeopathy and Indigenous medicine. The health care practices have been passed on from generation to generation through community-based belief systems. It is known that people who engage in traditional health practices would have low participation in receiving testing and medical treatment services for HIV infection. It is mainly because the mainstream health system is not easily accessible and it often ignores community-based traditional health care beliefs and practices.

To encourage people to uptake testing and treatment services for HIV, traditional and complementary health practitioners can be encouraged to provide health education to their clients on how to change behaviours to prevent HIV. These practitioners can identify the clients with HIV-related risk behaviours, deliver health education for HIV prevention and advise their clients about the closest health institutions offering HIV prevention services. Most of all, these practitioners can be mobilized into the mainstream HIV prevention programs. This can be done via training and capacity building so that the trained practitioners can serve as counsellors or health educators in the community.

In this debate article, we have further explained how these strategies can help prevent and contain the HIV burden at the local level in the rural communities with limited cost and resources.

*Reference*

Thapa S, Aro AR. Strategies to integrate community-based traditional and complementary healthcare systems into mainstream HIV prevention programs in resource-limited settings. *Globalization and Health*. July 2018; 14:64. Doi: 10.1186/s12992-018-0383-4. Available at: <https://rdcu.be/2vDU>

*Dansk resume*

***Traditionelle og alternative sundhedsbehandlere kan hjælpe med at forebygge HIV i lande med lavindkomst.***

Nepal, som er et lavindkomstland, er afhængig af udenlandsk økonomisk støtte for at sikre service til at forebygge HIV. Folk søger stadig traditionelle og alternative metoder som yoga, ayurvediske behandlingsformer, homøopati og behandlingsformer fra urbefolkningen givet videre fra generation til generation. Folk opfordres dog til at blive testet for HIV og gives undervisning i dette. Dette kan gøres ved at lave HIV-forebyggelsesprogrammer ved rådgivere i de lokale landsbysamfund.

## **Barriers and Facilitators to physical activity among urban residents with type 2 diabetes in Nepal**

***Shanti Kadariya, Research Assistant, Unit for Health Promotion Research.***

Physical activity is important for type 2 diabetes management. However, knowledge on physical activity among Nepali diabetics is very limited. Participation in physical activity could be influenced by perceptions of its different barriers and facilitators. This study explored physical activity prevalence as well as factors that promote and hinder the behavior among urban diabetic patients in Nepal.

Two hundred and seventy type 2 diabetic patients from two diabetes clinics at Lalitpur and Kaski districts of Nepal were interviewed to find out the factors that facilitate and hinder physical activity among them. Two standard questionnaires were used for interviews, Global Physical Activity Questionnaire (GPAQ) developed by WHO to measure physical activity and Exercise Benefits and Barrier Scale (EBBS) questionnaire to measure the facilitators and barriers.

The results showed that more than half (52%) of the diabetic patients were moderately physically active and 28% were highly active. The study also found that people mostly liked walking from one place to another if it took about 10 minutes of walk. Males, the more educated as well as those living in extended families were more motivated for physical activity compared to others. Physically active participants reported feeling physically fit, strong and flexible. They were also motivated to be more physically active because of better sleep at night, good social interaction and prospect for longevity. Despite these facilitators, they reported being hindered from being physically active by the sense of family responsibilities, family discouragement and busy schedules.

Diabetic patients were found mostly moderately active but most of them were not active enough during their leisure time. Urbanization is increasing and lifestyle is changing among urban-residing Nepalese. Therefore, low leisure-time physical activity calls for more focus on activities that could be practiced during free time. So, different context-specific ways of remaining physically active should be explored apart from walking and doing household chores. Interventions could be designed by promoting the facilitators and addressing the barriers of physical activity, which is likely to reduce the healthcare costs of management of diabetic complications.

**Reference:**

Kadariya S, Aro AR (2018) Barriers and facilitators to physical activity among urban residents with diabetes in Nepal. PLoS ONE 13(6): e0199329. <https://doi.org/10.1371/journal.pone.0199329>

*Dansk resume*

**Barrierer og facilitatorer for hjælp til fysisk aktivitet blandt beboere med type 2 diabetes i byområde i Nepal.**

***Shanti Kadariya, videnskabelig assistent, Sundhedsfremme.***

Fysisk aktivitet er vigtig for at kunne håndtere type 2 diabetes. I Nepal er dette kendskab ikke udbredt. I denne undersøgelse er der lavet interviews udviklet af WHO til at måle facilitatorer og barrierer for fysisk aktivitet. Ca. halvdelen lavede moderat fysisk aktivitet og 28% var højt aktive. Gåture på omkring 10 minutter var mest attraktivt og mænd, mennesker med en højere uddannelse og dem der boede i udvidede familier viste højere motivation. Dem der var fysisk aktive udtrykte, at de følte sig mere fysisk 'fit', stærkere, fleksible og sov bedre om natten samt havde bedre socialt samvær. En hindring var ansvarlighedsfølelse for familien og det travle hverdagsliv. Diabetes-patienter i byområder i Nepal har i dag et moderat fysisk aktivt liv. Forslag om ændringer især i fritiden for mere fysisk aktivitet uddybes derfor i artiklen.

## **Obesity Prevention Review of Setting-Based Interventions in Nordic Countries and the Netherlands**

***Jacqueline Panter, Unit for Health Promotion Research***

Municipalities of the Nordic countries are increasingly being encouraged to take a greater responsibility for obesity prevention. To learn from previous interventions, it is useful to review published studies to summarize how these interventions: have been designed, implemented and evaluated, in similar settings, with similar participants. The aim of this article was to review obesity prevention interventions in community settings, including schools and worksites, in Nordic countries and the Netherlands. Interventions with at least one environmental component (for example: policies or changes to the school curriculum) and that had measured the Body Mass Index (BMI) of the study participants, were included. Thirty-three articles: 7 whole of community, 3 worksite-based and 23 school-based interventions (both long and short term studies) were reviewed and assessed for study design and quality.

**Findings:** The studies were rarely based on theoretical frameworks. Some of the community-based and school-based interventions seemed to have a decreasing effect on BMI; whereas no effect was seen for worksite-based interventions.

This article identified that there is a need for setting-based obesity prevention interventions, with good quality study designs, using theoretical frameworks and a bottom-up approach.

**Reference:** Jacqueline Panter, Pernille Tanggaard Andersen, Arja R. Aro, and Anastasia Samara, "Obesity Prevention: A Systematic Review of Setting-Based Interventions from Nordic Countries and the Netherlands," *Journal of Obesity*, vol. 2018, Article ID 7093260, 34 pages, 2018.

<https://doi.org/10.1155/2018/7093260>

*Dansk resume*

***Forebyggelse af fedme om 'Setting-Based' interventioner i nordiske lande og Holland***

Kommuner fra nordiske lande er blevet bedt om at tage mere ansvar for forebyggelse af fedme. Formålet med artiklen var at gennemgå interventioner om forebyggelse af fedme i samfundet ('community settings'), inklusiv skoler og arbejdspladser i nordiske lande og Holland. Interventioner med mindst én miljøkomponent og som har målt Body Mass Index (BMI) af studiedeltagere var inkluderet. Artiklen viste, at der er brug for "setting-based" interventioner om forebyggelse af fedme, med god kvalitet af 'study designs', med brug af 'theoretical frameworks and a bottom-up approach'.



## Danmarks Første Demensvenlige Lokalsamfund

Af Maria Damgaard og Ida W. Svendsen, Studentermedhjælpere, Forskningsenheden For Sundhedsfremme, SDU Esbjerg.

I forbindelse med Varde Kommunes initiativ "Danmarks Første Demensvenlige Lokalsamfund", som Pernille Tanggaard Andersen er evaluator på for Syddansk Universitet, var vi i starten af sommeren på dataindsamling i lokalområderne Skovlund og Ansager. "Danmarks Første Demensvenlige Lokalsamfund" er et toårigt bottom-up projekt finansieret af Sundhedsstyrelsen, der skal skabe lokale initiativer, der fordrer et inkluderende lokalsamfund, hvor personer med demens og deres pårørende kan leve et godt og meningsfuldt liv.



Ida W. Svendsen (t.v.) og Maria Damgaard (t.h.) fra SDU Esbjerg sammen med Britta Buhl (midten), medlem af styregruppen for projektet.

Formålet med indsamlingen var til dels at skabe opmærksomhed omkring initiativet men også at danne et billede af hvilken viden lokalbefolkningen har om sygdommen demens, og hvilken holdning der er til initiativer vedrørende demenssygdommen. Der blev taget godt imod os og borgerne var imødekommende og positive over for undersøgelsen. Interessen for sygdommen demens var stor, og stort set alle de adspurgte synes, at initiativet om at gøre Skovlund og Ansager til Danmarks første demensvenlige lokalsamfund er en god ide. De overordnede resultater viste, at deltagerne var velvidende om, at demens ikke kun er en sygdom, som rammer ældre personer og mange vidste også, at sygdommen ikke kun påvirker hukommelsen, men at der er mange forskellige symptomer på demens. Undersøgelsen viste dog også, at der er behov for mere fokus på og åbenhed omkring sygdommen, information og demensvenlige initiativer.



Forside fra den lokale ugeavis, uge 27 2018

Dataindsamlingen trak forsiden på den lokale ugeavis og vi havde nogle oplevelsesrige dage fyldt med historier og erfaringer fra de lokale borgere. Dagene hjalp til at sætte sygdommen demens i fokus og fordrede engagement til borgermøderne og de kommende initiativer.

Den 6. september blev første borgermøde afholdt i Skovlund Kulturhus. Der var stor tilslutning til arrangementet og de 120 fremmødte fik en intens oplevelse da Frederik Lindhardt fortalte om sin fars demenssygdom på en personlig og ærlig måde. Det samme var tilfældet under Carsten Trads beretning om sin hustrus demenssygdom. Man fornemmede, hvordan alle følte sig ind i de stærke beretninger.

Som afslutning på mødet kunne deltagerne aflevere små sedler med idéer til, hvordan Skovlund-Ansager bliver et demensvenligt samfund. Forslagene på sedlerne vil indgå i det videre arbejde i demensgruppen.



Frederik Lindhart holder foredrag om sin far demenssygdom



Arbejdsgruppen og Frederik Lindhart. Fra venstre ses Mette Fuglsang, Trine Pedersen, Britta Buhl, Frederik Lindhart, Karsten Madsen, Pernille Tanggaard, Maria Damgaard, Carsten Trads, Ida Svendsen og Miriam Heide

**For yderligere information om projektet kontakt:**

Pernille Tanggaard Andersen. [ptandersen@health.sdu.dk](mailto:ptandersen@health.sdu.dk).

+4565504217, Projektleder, Forskningsleder og Professor ved Forskningsenheden for Sundhedsfremme.

*English summary*

**The First Dementia Friendly Local Community in Denmark**

By Ida W. Svendsen og Maria B. Damgaard, Student assistants at the Unit for Health Promotion Research.

Varde Municipality is initiating the first dementia friendly local community in Denmark which Pernille Tanggaard Andersen from The University of Southern Denmark is evaluating. In relation to this initiative Ida and Maria were collecting data in the local communities Skovlund and Ansager this summer. This two year bottom-up project is financed by The Danish Health Authority and aiming at creating local initiatives which will bring about an including local community where persons with dementia and their relatives are able to live a worthy and meaningful life.

The purpose of the data collection was to gain insight to the locals' knowledge about the disease and stance regarding the initiative. The locals showed great interest in the topic and a majority of the participants were in favor of making Skovlund and Ansager into Denmark's First Dementia Friendly Community. The overall results show that the participants were well informed regarding many aspects of the disease and the impact it has on all parties involved but yet also established the need for more focus and openness regarding the disease, information plus dementia friendly initiatives.

Then on 6 September, the first citizens meeting was held in Skovlund Kulturhus. There was a great support for the event and the 120 attendants got an intense experience when Frederik Lindhardt spoke in a personal and honest way about his father's dementia disease. As the same for the presentation from Carsten Trads when he told about his wife's dementia disease. You could feel how the strong stories made an impression on the audience. At the end of the meeting, participants could submit small notes with ideas for how Skovlund and Ansager becomes dementia friendly local communities. The proposals on the notes will be included in the further work of the dementia group.

## Other announcements in the unit

### Horizon 2020 Migration Call

#### Brainstorming planning meeting 21-22 August 2018 at SDU in Esbjerg

A group of potential partners from Finland, Denmark and Sweden met for sharing ideas for an application proposal for the Horizon 2020 migration call: Social and economic effects of migration in Europe and integration policies. The group had dynamic and fruitful discussions for two days, including a nice get-together teambuilding in Fanø. The group will continue its work and all are truly committed to this joint effort.



Participants from left: Tomas Blomquist (Umeå University), Pernille Tanggaard Andersen (SDU), Ali Dehghanpour (Umeå University), Leena Eklund Karlsson (SDU), Gabriel Gulis (SDU), Sofie Buch Mejsner (SDU), Arja R. Aro (SDU), Tarja Heponiemi (THL), Anne Leena Ikonen (SDU) and Carina Kullgren (HV)

#### *Dansk resume*

Brainstorm-møde om EUs støtteprogram Horizon 2020 med mulige partnere fra Finland, Danmark og Sverige omkring migration: Social og økonomisk effekt af migration i Europa og integrationspolitikker. Gruppen mødtes på SDU i Esbjerg for at tale om fremtidigt samarbejde.

**Professor Pernille Tanggaard Andersen**

**Inaugural seminar**

*“Social inequality in health in deprived neighborhoods in DK and recommendations from Norway”*

**November 21st, 2018 from 14:00 hrs. (CET)  
1 A + 1 B, University of Southern Denmark  
Niels Bohrs Vej 9, 6700 Esbjerg**

On the occasion of Pernille Tanggaard Andersen’s appointment as Professor in Health Promotion with competences in Social Sciences at the Unit for Health Promotion Research, at the University of Southern Denmark (SDU), the Faculty of Health Sciences at SDU, hereby invites you to attend an inaugural seminar with the following program:

14:00 - 14:05 Introduction and welcome

Ole Skøtt, Dean, Faculty of Health Sciences, SDU

14:05 - 14:35 *“Social inequality in health in local deprived neighborhoods in DK”*

Pernille Tanggaard Andersen, Professor in Health Promotion at SDU

14:35 - 15:15 *“Norway’s 29 recommendations to help combat health inequalities”*

Astri Syse, Senior Researcher in the Department of Research at Statistics Norway.

15:15 - 15:30 Discussion and closing of the seminar

After the seminar, a reception will be held in the foyer.

The Faculty of Health Sciences would like to invite all interested persons to attend the seminar and the following reception.

If you wish to participate, we kindly ask you to register [here](#) no later than November 12, 2018.

For further information or questions, please contact Line Bach Ulstrup (+45 6550 3840 or [lbulstrup@health.sdu.dk](mailto:lbulstrup@health.sdu.dk) )

Best regards,

Ole Skøtt  
Dean

[Map and wayfinder Esbjerg](#)

## Next issue

The next issue of **HPR News No. 20** will come out in the winter of 2018/2019.

If you want to be added to or deleted from the mailing list of the newsletter, please contact:

**Bettina Gundolf, secretary**

[bgundolf@health.sdu.dk](mailto:bgundolf@health.sdu.dk)

## Næste udgave

*Næste udgave af **HPR News nr. 20** udkommer til vinter 2018/2019.*

*Hvis du ønskes at blive tilføjet eller slettet som modtager af nyhedsbrevet, kontakt da venligst:*

**Bettina Gundolf, sekretær**

[bgundolf@health.sdu.dk](mailto:bgundolf@health.sdu.dk)