

**Young people’s beliefs about new psychoactive substances known as ‘legal highs’**

**Volume 2: Bibliography & Appendices**

**Emily Charlotte Gagnon BSc. MSc.**

**Submitted for the Degree of Doctor of Philosophy**

**University of Sheffield**

**School of Psychology**

**May 2019**

Contents

[Bibliography 402](#_Toc35899012)

[Appendix A in support of Chapter 2 (Background) 434](#_Toc35899013)

[Table A-1: Prevalence rates for use of NPS in the General population 434](#_Toc35899014)

[Table A-2: Prevalence rates for use of NPS among young people 435](#_Toc35899015)

[Table A-3: Studies of NPS use from which harms information was obtained 436](#_Toc35899016)

[Table A-4. Number of deaths in England and Wales for selected substances 439](#_Toc35899017)

[Appendix B In support of Chapter 6 (Study 1) 440](#_Toc35899018)

[Study 1 Focus Group Documents 440](#_Toc35899019)

[Table B-1. Study 1: Young people’s expressed reasons for taking legal highs (NPS) 448](#_Toc35899020)

[Table B-2. Study 1: Young people’s expressed reasons for not taking legal highs (NPS) 453](#_Toc35899021)

[Appendix C In support of Chapter 7 (Study 2) 456](#_Toc35899022)

[Study 2 Focus Group Documents 456](#_Toc35899023)

[Appendix D In support of Chapter 8 (Study 3) 466](#_Toc35899024)

[Study 3 Focus Group Documents 466](#_Toc35899025)

[Table D-1. Study 3: Young people’s expressed reasons for taking legal highs (NPS) 478](#_Toc35899026)

[Table D-1. Study 3: Young people’s expressed reasons for taking legal highs (NPS) 479](#_Toc35899027)

[Table D-2. Themes and constituent beliefs assessed as discouraging use of NPS 480](#_Toc35899028)

[Appendix E: Additional in support of the literature review. 481](#_Toc35899029)

[Bibliography E-1. Additional scholarly articles for the literature review. 481](#_Toc35899030)

# Bibliography

Abdulrahim, D., & Bowden-Jones, O., on behalf of the NEPTUNE Expert Group. (2015). Guidance on the Management of Acute and Chronic Harms of Club Drugs and Novel Psychoactive Substances. *Novel Psychoactive Treatment UK Network* (NEPTUNE). London, 2015.

Adley, M. The Drug Wheel. 2015. Available online: http://www.thedrugswheel.com/downloads/ TheDrugsWheel\_2\_0\_2\_colour.pdf (accessed on 2 February 2017).

Advisory Council on the Misuse of Drugs (2011), Consideration of the Novel Psychoactive Substances (‘Legal Highs’), London: *Home Office*. https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/11 9139/acmdnps2011.pdf

Advisory Council on the Misuse of Drugs (2015). *ACDM Advice on Definition of Scope for the “Psychoactive Substances Bill.”* 6. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/454039/Definitions\_report\_final\_14\_august.pdf

Advisory Council on the Misuse of Drugs. (2016). 2016 Drug Stratergy: ACMD comments, London: Home Office. https://www.gov.uk/government/uploads/system/uploads/attachment \_data/file/11 9139/acmdnps2011.pdf

AddAction. (2017). Novel Psychoactive insight report: ‘‘The View from Young People’’. *Young Peoples Health partnershi*p.

Ajzen, I. (1988). Attitudes, Personality, and Behavior. Chicago: IL: Dorsey.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. https://doi.org/10.1016/0749-5978(91)90020-T

Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*. https://doi.org/10.1111/j.1559-1816.2002.tb00236.x

Ajzen, I. (2006). Behavioral Interventions Based on the Theory of Planned Behavior. In *Organizational Behavior and Human Decision Processes* (Vol. 50). https://doi.org/10.1016/0749-5978(91)90020-T

Ajzen, I. (2013). Theory of planned behaviour questionnaire. *Measurement Instrument Database for the Social Science*.

Alex Mason, W., Jean Russo, M., Chmelka, M. B., Herrenkohl, R. C., & Herrenkohl, T. I. (2017). Parent and peer pathways linking childhood experiences of abuse with marijuana use in adolescence and adulthood. *Addictive Behaviors*, *66*, 70–75. https://doi.org/https://doi.org/10.1016/j.addbeh.2016.11.013

Ardfern. (2009). “682px-Nirvana,\_Armagh,\_November\_2009.jpg” [online image]. Retrieved 3rd February 2016 from https://commons .wikimedia.org/wiki/File:Nirvana,\_Armagh,\_ November\_2009.JPG

Armitage, C. J., Norman, P., Alganem, S., & Conner, M. (2015). Expectations Are More Predictive of Behavior than Behavioral Intentions: Evidence from Two Prospective Studies. *Annals of Behavioral Medicine*, *49*(2), 239–246. https://doi.org/10.1007/s12160-014-9653-4

Armitage, C. J., & Conner, M. (2000). Social cognition models and health behaviour: A structured review. *Psychology & Health*, *15*(2), 173–189. https://doi.org/10.1080/08870440008400299

Ashar, H., & Lane, M. (1993). Focus Groups: An Effective Tool for Continuing Higher Education. *The Journal of Continuing Higher Education*, *41*(3), 9–13. https://doi.org/10.1080/07377366.1993.10400881

Ashrafioun, L., Bonadio, F. A., Baik, K. D., Bradbury, S. L., Carhart, V. L., Cross, N. A., … Zaturenskaya, M. (2016). Patterns of Use, Acute Subjective Experiences, and Motivations for Using Synthetic Cathinones (“Bath Salts”) in Recreational Users. *Journal of Psychoactive Drugs*, *48*(5), 336–343. https://doi.org/10.1080/02791072.2016.1229875

Assi, S., Marshall, D., Bersani, F. S., & Corazza, O. (2020). Uses, Effects and Toxicity of Synthetic Cannabinoids from the Perspective of People with Lived Experiences. *Journal of Psychoactive Drugs*, 1–11. https://doi.org/10.1080/02791072.2020.1723748

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*. https://doi.org/10.1177/146879410100100307

Ballard, T., Yeo, G., Loft, S., Vancouver, J. B., & Neal, A. (2017). “An integrative formal model of motivation and decision making: The MGPM\*”: Correction to Ballard et al. (2016). *Journal of Applied Psychology*, *102*(2), 235–235. https://doi.org/10.1037/apl0000198

Bak, M., Medisch, A., Universiteit, C., & Janssens, R. (2018). Awareness and Acceptability of Pre-Exposure Prophylaxis (PrEP) Among Men Who Have Sex with Men in Kazakhstan : A Mixed Methods Study. *Cent Asian J Med Sci*, *4*(July), 102–115. https://doi.org/10.24079/CAJMS.2018.06.002

Barnard, M., Russell, C., & McKeganey, N. (2014). The use and responses to legal highs Buckinhamshire need assessment. *Centre for Drug Misuse Research*, 1, 1–54.

Barnard, M., Russell, C., McKeganey, N., & Hamilton-Barclay, T. (2017). The highs and lows of NPS/“Legal High” use: Qualitative views from a UK online survey. *Drugs: Education, Prevention and Policy*, *24*(1), 96–102. https://doi.org/10.1080/09687637.2016.1201046#

Barratt, M. J., Cakic, V., & Lenton, S. (2013). Patterns of synthetic cannabinoid use in Australia. *Drug and Alcohol Review*, 32(2), 141–146. https://doi.org/10.1111/j.1465-3362.2012.00519.x

Barratt, M. J., Ferris, J. A., & Winstock, A. R. (2014). Use of Silk Road, the online drug marketplace, in the United Kingdom, Australia and the United States. *Addiction*, *109*(5), 774–783. https://doi.org/10.1111/add.12470

Barry, J. (2011). Knowledge as capital: A political economy critique of modern “academic capitalism.” *Irish Review*, *43*(January 2011), 14–25.

Baumeister, D., Tojo, L. M., & Tracy, D. K. (2015). Legal highs: staying on top of the flood of novel psychoactive substances. *Therapeutic Advances in Psychopharmacology*, *5*(2), 97–132. https://doi.org/10.1177/2045125314559539

Bautista, T., James, D., & Amaro, H. (2019). Acceptability of mindfulness-based interventions for substance use disorder: A systematic review. *Complementary Therapies in Clinical Practice*, *35*, 201–207. https://doi.org/10.1016/j.ctcp.2019.02.012

BBC News, 'UN shows scale of UK cocaine use', (2009 June 24), *BBC News*. Retrieved from http://news.bbc.co.uk/1/hi/uk/8117162.stm

BBC News ''Legal highs': Rapid rise in deaths reported', (2012 November 7), BBC News. Retrieved from https://www.bbc.co.uk/news/uk-20217967

BBC News 'Rise in deaths from 'legal highs' in the UK', (2014 Febuary 12), *BBC News*. Retrieved from https://www.bbc.co.uk/news/health-26089126

Beck, K. H. (1981). Driving While Under the Influence of Alcohol: Relationship to Attitudes and Beliefs in a College Population. *The American Journal of Drug and Alcohol Abuse*, *8*(3), 377–388. https://doi.org/10.3109/00952998109009561

Becker, M. H. (1974). The Health Belief Model and Sick Role Behavior. *Health Education Monographs*, *2*(4), 409–419. https://doi.org/10.1177/109019817400200407

Bedi, G., Hyman, D., & de Wit, H. (2010). Is Ecstasy an “Empathogen”? Effects of ±3,4-Methylenedioxymethamphetamine on Prosocial Feelings and Identification of Emotional States in Others. *Biological Psychiatry*, *68*(12), 1134–1140. https://doi.org/https://doi.org/10.1016/j.biopsych.2010.08.003

Beebeejaun, Y., Durose, C., Rees, J., Richardson, J., & Richardson, L. (2015). Public harm or public value? Towards coproduction in research with communities. *Environment and Planning C: Government and Policy*, *33*(3), 552–565. https://doi.org/10.1068/c1211

Benschop, A., Bujalski, M., Dabrowska, K., Demetrovics, Z., Egger, D., Felinczi, K., ... & Nabben, T. (2017). New Psychoactive Substances: transnational project on different user groups, user characteristics, extent and patterns of use, market dynamics, and best practices in prevention.

Benschop, A., Urbán, R., Kapitány-Fövény, M., Van Hout, M. C., Dąbrowska, K., Hearne, E., ... & Wieczorek, L. (2020). Why do people use new psychoactive substances? Development of a new measurement tool in six European countries. *Journal of Psychopharmacology*.

Beharry, S., & Gibbons, S. (2016). An overview of emerging and new psychoactive substances in the United Kingdom. *Forensic Science International*, Vol. 267, pp. 25–34. https://doi.org/10.1016/j.forsciint.2016.08.013

Behrendt S, Wittchen HU, Höfler M, Lieb R, Beesdo K. Transitions from first substance use to substance use disorders in adolescence: is early onset associated with a rapid escalation? *Drug Alcohol Dependency* 2009;99:68–78.

Bersani, G., Orlandi, V., Kotzalidis, G. D., & Pancheri, P. (2002). Cannabis and schizophrenia: impact on onset, course, psychopathology and outcomes. *European Archives of Psychiatry and Clinical Neuroscience*, *252*(2), 86–92. https://doi.org/10.1007/s00406-002-0366-5

Berndt, T. J. (1979). Developmental changes in conformity to peers and parents. *Developmental Psychology*, *15*(6), 608–616. https://doi.org/10.1037/0012-1649.15.6.608

Besli, G. E., Ikiz, M. A., Yildirim, S., & Saltik, S. (2015). Selected Topics : Toxicology. *Journal of Emergency Medicine*, *49*(5), 644–650. https://doi.org/10.1016/j.jemermed.2015.06.053

Biddle, B. J., Bank, B. J., & Slavings, R. L. (1987). Norms, Preferences, Identities and Retention Decisions. *Social Psychology Quarterly*, *50*(4), 322–337. https://doi.org/10.2307/2786817

Blackman, S., & Bradley, R. (2017). From niche to stigma—Headshops to prison: Exploring the rise and fall of synthetic cannabinoid use among young adults. *International Journal of Drug Policy*, *40*, 70–77. https://doi.org/10.1016/j.drugpo.2016.10.015

Black, D., Morris, J. N., Smith, C., & Townsend, P. (1980). Report of the working group on inequalities in health. *London: Stationery Office*.

Bolam, B., Murphy, S., & Gleeson, K. (2004). Individualisation and inequalities in health: A qualitative study of class identity and health. *Social Science and Medicine*, *59*(7), 1355–1365. https://doi.org/10.1016/j.socscimed.2004.01.018

Bonar, E. E., Ashrafioun, L., & Ilgen, M. A. (2014). Synthetic cannabinoid use among patients in residential substance use disorder treatment: Prevalence, motives, and correlates. *Drug and Alcohol Dependence*, *143*(1), 268–271. https://doi.org/10.1016/j.drugalcdep.2014.07.009

Booth, A. R., Norman, P., Harris, P. R., & Goyder, E. (2014). Using the theory of planned behaviour and self-identity to explain chlamydia testing intentions in young people living in deprived areas. *British Journal of Health Psychology*, *19*(1), 101–112. https://doi.org/10.1111/bjhp.12036

Bowden Jones, O., Shaprio, H., & Brown, A., (2014). New psychoactive substances review: Report of the expert panel. London: Home Office. Available at:. https://www. gov.uk/government/uploads/system/uploads/attachment\_data/file/ 368583/NPSexpertReviewPanelReport.pdf (accessed 21 November 2016).

Boys, A., Marsden, J., & Strang, J. (2001). Understanding reasons for drug use amongst young people: a functional perspective. *Health Education Research*, *16*(4), 457–469. https://doi.org/10.1093/her/16.4.457

Brandt, S. D., Sumnall, H. R., Measham, F., & Cole, J. (2010). Analyses of second-generation ‘legal highs’ in the UK: Initial findings. *Drug Testing and Analysis*, *2*(8), 377–382. https://doi.org/10.1002/dta.155

Brennan, R., & van Hout, M. C. (2012). Miaow miaow: A review of the new psychoactive drug mephedrone. *Drugs and Alcohol Today*. https://doi.org/10.1108/17459261211286654

Brehm, J. W. (1966). A theory of psychological reactance. In *A theory of psychological reactance.* Oxford,  England: Academic Press.

Brody, G. H., Murry, V. M. B., Gerrard, M., Gibbons, F. X., Molgaard, V., McNair, L., … Neubaum-Carlan, E. (2004). The strong African American families program: Translating research into prevention programming. *Child Development*, *75*(3), 900–917. https://doi.org/10.1111/j.1467-8624.2004.00713.x

Brotherhood, A., Atkinson, A., & Bates, G. (2013). Adolescents as customers of addiction. *Citeseer*, 16. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi= 10.1.1.690.8140&rep=rep1&type=pdf

Brotherhood, A., & Sumnall, H. (2011). European drug prevention quality standards A manual for prevention professionals. Lisbon: European Monitoring Centre for Drugs and Drug Addiction.

Brown, B. B., Clasen, D. R., & Eicher, S. A. (1986). Perceptions of Peer Pressure, Peer Conformity Dispositions, and Self-Reported Behavior Among Adolescents. *Developmental Psychology*. https://doi.org/10.1037/0012-1649.22.4.521

Botvin, G. J., Epstein, J. A., Baker, E., Diaz, T., & Ifill-Williams, M. (1997). School-Based Drug Abuse Prevention with Inner-City Minority Youth. *Journal of Child & Adolescent Substance Abuse*, *6*(1), 5–19. https://doi.org/10.1300/J029v06n01\_02

Brunt, T. M., & Niesink, R. J. M. (2011). The Drug Information and Monitoring System (DIMS) in the Netherlands: Implementation, results, and international comparison. *Drug Testing and Analysis*, *3*(9), 621–634. https://doi.org/10.1002/dta.323

Bryman, A. (1988). *Quantity and quality in social research*. Routledge*.*

Butler, R. A., & Sheridan, J. L. (2007). Highs and lows: Patterns of use, positive and negative effects of benzylpiperazine-containing party pills (BZP-party pills) amongst young people in New Zealand. *Harm Reduction Journal*, *4*, 1–10. https://doi.org/10.1186/1477-7517-4-18

Caie, S. (2008). “The\_Head\_Shop.jpg”. [online image]. Retrieved 3rd February 2016 from https://commons.wikimedia.org/wiki/File:The\_Head\_Shop.jpg

Carhart-Harris, R. L., King, L. A., & Nutt, D. J. (2011). A web-based survey on mephedrone. *Drug and Alcohol Dependence*, *118*(1), 19–22. https://doi.org/10.1016/j.drugalcdep.2011.02.011

Carver, C. S. & Scheier, M. F. (1998). Control theory: A useful conceptual framework for personality-social, clinical and health psychology. *Psychological Bulletin*, 92, 111–135.

Castellanos, D., Singh, S., Thornton, G., Avila, M., & Moreno, A. (2011). Synthetic cannabinoid use: A case series of adolescents. *Journal of Adolescent Health*, *49*(4), 347–349. https://doi.org/10.1016/j.jadohealth.2011.08.002

Catterall, M., & Maclaran, P. (1997). Focus Group Data and Qualitative Analysis Programs: Coding the Moving Picture as Well as the Snapshots. *Sociological Research Online*, *2*(1), 1–9. https://doi.org/10.5153/sro.67

Ceyhan, A. (2008). Technologization of security: Management of uncertainty and risk in the age of biometrics. *Surveillance and Society*.

Chaiken, S. (1980). Heuristic versus systematic information processing and the use of source versus message cues in persuasion. *Journal of Personality and Social Psychology*, *39*(5), 752–766. https://doi.org/10.1037/0022-3514.39.5.752

Charlois, T. (2009). Safer Nightlife in Europe. *5th Meeting EXASS Network. Council of Europe’s Pompidou Group. Http://Www.Coe.Int/t/Dg3/Pompidou/Source/Activities/EXASS/Guide\_SaferNightLife\_Print\_en. Pdf*.

Charng, H., Piliavin, J. A., & Callero, P. L. (1988). Role identity and reasoned action in the prediction of repeated behavior. *Social Psychology Quarterly*, *51*(4), 303–317. https://doi.org/10.2307/2786758

Chatwin, C. (2017). Assessing the ‘added value’ of European policy on new psychoactive substances. *International Journal of Drug Policy*, *40*, 111–116. https://doi.org/10.1016/j.drugpo.2016.11.002

Chatzisarantis, N. L. D., Hagger, M. S., Wang, C. K. J., & Thøgersen-Ntoumani, C. (2009). The Effects of Social Identity and Perceived Autonomy Support on Health Behaviour Within the Theory of Planned Behaviour. *Current Psychology*, *28*(1), 55–68. https://doi.org/10.1007/s12144-009-9043-4

Chen CY, Sorr CL, Anthony JC. Early-onset drug use and risk for drug dependence problems. *Addict Behaviour* 2009;34:319–22

Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms, conformity and compliance. In *The handbook of social psychology, Vols. 1-2, 4th ed.* (pp. 151–192). New York,  NY,  US: McGraw-Hill.

Commendador, K., A. (2010). Parental Influences on Adolescent Decision Making and Contraceptive Use. *Pediatric Nursing; Pitman*, Vol. 36, Iss. 3, (May/Jun 2010): 147-56, 170.

Conner, M., & Armitage, C. J. (1998). Extending the Theory of Planned Behaviour: A Review and Avenues for Further Research. *Journal of Applied Social Psychology*, *28*(15), 1429–1464. https://doi.org/10.1111/j.1559-1816.1998.tb01685.x

Conner, M., & Norman, P. (2005). *Predicting health behaviour*. McGraw-Hill Education (UK).

Conner, M., Warren, R., Close, S., & Sparks, P. (1999). Alcohol Consumption and the Theory of Planned Behavior: An Examination of the Cognitive Mediation of Past Behaviorid. *Journal of Applied Social Psychology*, *29*(8), 1676–1704. https://doi.org/10.1111/j.1559-1816.1999.tb02046.x

Cooke, R., Dahdah, M., Norman, P., & French, D. P. (2016). How well does the theory of planned behaviour predict alcohol consumption? A systematic review and meta-analysis. *Health Psychology Review*. https://doi.org/10.1080/17437199.2014.947547

Cooper, M. L. (1994). Motivations for alcohol use among adolescents: Development and validation of a four-factor model. *Psychological Assessment*, *6*(2), 117–128. https://doi.org/10.1037/1040-3590.6.2.117

Corazza, O., Assi, S., Trincas, G., Simonato, P., Corkery, J., Deluca, P., … Schifano, F. (2011). Novel Drugs, Novel Solutions: Exploring the potential of technological tools for prevention of drug abuse. *Italian Journal of Addictions*.

Corazza, O., Demetrovics, Z., van den Brink, W., & Schifano, F. (2013). “Legal highs” an inappropriate term for “Novel Psychoactive Drugs” in drug prevention and scientific debate. *International Journal of Drug Policy*, *24*(1), 82–83. https://doi.org/10.1016/j.drugpo.2012.06.005

Corazza, O., Parrott, A., & Demetrovics, Z. (2017). Novel psychoactive substances: Shedding new lights on the ever-changing drug scenario and the associated health risks. *Human Psychopharmacology: Clinical and Experimental*, *32*, e2616. https://doi.org/10.1002/hup.2616

Corazza, O., Schifano, F., Simonato, P., Fergus, S., Assi, S., Stair, J., … Scherbaum, N. (2012). Phenomenon of new drugs on the Internet: the case of ketamine derivative methoxetamine. *Human Psychopharmacology: Clinical and Experimental*, *27*(2), 145–149. https://doi.org/10.1002/hup.1242

Corazza, O., Simonato, P., J, C., Trincas, G., & Schifano, F. (2014). “Legal highs”: Safe and legal “heavens”? A study on the diffusion, knowledge and risk awareness of novel psychoactive drugs among students in the UK. *Rivista Di Psichiatria*, *49*(2), 89–94. https://doi.org/10.1708/1461.161470959-5\_22

Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, *13*(1), 3–21. https://doi.org/10.1007/BF00988593

Corey, V., Halpern, J. H., & Passie, T. (2012). Psychoactive substances. In *Hallucinations: Research and Practice* (Vol. 9781461409595). https://doi.org/10.1007/978-1-4614-

Corkery, J., Claridge, H., Loi, B., Goodair, C., & Schifano, F. (2013). Drug-related deaths in the UK: January-December 2012. *Annual report*.

Costanzo, P., & Shaw, M. (1966). Conformity as a Function of Age Level. *Child Development,* 37(4), 967-975. doi:10.2307/1126618

Crossley. M. (2002). Resistance to health promotion: a preliminary comparative investigation of British and Australian students. *Health Education*, *102*(6), 289–299. https://doi.org/10.1108/09654280210446838

CSDH (2008). Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health. *Final Report of the Commission on Social Determinants of Health, Geneva: World Health Organization*.

Daly, M. (2013). Streets legal. *Druglink*, *28*(6).

Dargan, P. I., Albert, S., & Wood, D. M. (2010). Mephedrone use and associated adverse effects in school and college/university students before the UK legislation change. *QJM*, 103(11), 875–879.

Dargan, P. I., Sedefov, R., Gallegos, A., & Wood, D. M. (2011). The pharmacology and toxicology of the synthetic cathinone mephedrone (4-methylmethcathinone). *Drug Testing and Analysis*, *3*(7‐8), 454–463. https://doi.org/10.1002/dta.312

Davies, S., Wood, D. M., Smith, G., Button, J., Ramsey, J., Archer, R., … Dargan, P. I. (2010). Purchasing ‘legal highs’ on the Internet—is there consistency in what you get? *QJM: An International Journal of Medicine*, *103*(7), 489–493. https://doi.org/10.1093/qjmed/hcq056

DeCharms, R. (1968). Personal causation. New York: Academic Press.

Deci, E. L. (1975). Intrinsic motivation. New York: Plenum.

Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating Internalization: The Self-Determination Theory Perspective. *Journal of Personality*, *62*(1), 119–142. https://doi.org/10.1111/j.1467-6494.1994.tb00797.x

Deci, E. L., La Guardia, J. G., Moller, A. C., Scheiner, M. J., & Ryan, R. M. (2006). On the Benefits of Giving as Well as Receiving Autonomy Support: Mutuality in Close Friendships. *Personality and Social Psychology Bulletin*, *32*(3), 313–327. https://doi.org/10.1177/0146167205282148

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, *49*(3), 182–185. https://doi.org/10.1037/a0012801

Deligianni, E., Corkery, J. M., Schifano, F., & Lione, L. A. (2017). An international survey on the awareness, use, preference, and health perception of novel psychoactive substances (NPS). *Human Psychopharmacology: Clinical and Experimental*, *32*(3), e2581. https://doi.org/10.1002/hup.2581

Deligianni, E., Daniel, O. J., Corkery, J. M., Schifano, F., & Lione, L. A. (2020). Impact of the UK Psychoactive Substances Act on awareness, use, experiences and knowledge of potential associated health risks of novel psychoactive substances. *British Journal of Clinical Pharmacology*, *86*(3), 505–516. https://doi.org/10.1111/bcp.14123

Dijksterhuis A, Aarts H, Chartrand TL. Automatic behavior. In: Bargh JA, editor. Social psychology and the unconscious: The automaticity of higher mental processes. Psychology Press; Philadelphia: 2007.

Diepeveen, S., Ling, T., Suhrcke, M., Roland, M., & Marteau, T. M. (2013). Public acceptability of government intervention to change health-related behaviours: A systematic review and narrative synthesis. *BMC Public Health*, *13*(1), 756. https://doi.org/10.1186/1471-2458-13-756

Dinges, M. M., & Oetting, E. R. (1993). Similarity in drug use patterns between adolescents and their friends. In *Adolescence* (Vol. 28).

Dishion, T. J., & Tipsord, J. M. (2010). Peer Contagion in Child and Adolescent Social and Emotional Development. *Annual Review of Psychology*, *62*(1), 189–214. https://doi.org/10.1146/annurev.psych.093008.100412

Drugs-forum. (2009). Retrieved March 4, 20016, Available from from http://www.drugs-forum.com/index.php.

DrugScope. (2014). Business as usual? A status report on new psychoactive substances (NPS) and “club drugs” in the UK. *DrugScope*, (May).

DrugWise. (2017). New psychoactive substances. Retreived from https://www.drugwise.org.uk/new-psychoactive-substances/

DrugScope. (2015). AMCD briefing on the prevention of drug and alcohol dependence. *DrugScope*.

Eisenman, R., Grossman, J. C., & Goldstein, R. (1980). Undergraduate marijuana use as related to internal sensation novelty seeking and openness to experience. *Journal of Clinical Psychology*, *36*(4), 1013–1019. https://doi.org/10.1002/1097-4679(198010)36:4<1013::AID-JCLP2270360434>3.0.CO;2-0

Ellickson, P., L. (1990). Drug prevention in junior high: a multisite longitudinal test. Science, 247: 1299-1305.

Ellickson, P. L., McCaffrey, D.F, Ghosh-Dastidar, B., & Longshore D., L. (2003). New inroads in preventing adolescent drug use: results from a large scale trial of project ALERT in middle schools. Adolescent Health, 93(11): 1830-1836.

Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality and Social Psychology*, Vol. 82, pp. 804–818. https://doi.org/10.1037/0022-3514.82.5.804

Ellis, B. J., Del Giudice, M., Dishion, T. J., Figueredo, A. J., Gray, P., Griskevicius, V., … Wilson, D. S. (2012). The evolutionary basis of risky adolescent behavior: Implications for science, policy, and practice. *Developmental Psychology*, Vol. 48, pp. 598–623. https://doi.org/10.1037/a0026220

EMCDDA. (2007). Early-warning system on new psychoactive substances: operating guidelines, Publications Office of the European Union, Luxembourg. Available from http://www. emcdda.europa.eu/publications-database\_en

EMCDDA. (2009). Polydrug use: patterns and responses, EMCDDA Selected issue. *Publications Office of the European Union*, Luxembourg. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2009a). Understanding the ‘Spice’ phenomenon, EMCDDA Thematic paper. *European Monitoring Centre for Drugs and Drug Addiction*. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2010). Risk assessment of new psychoactive substances: operating guidelines. *Publications Office of the European Union*, Luxembourg. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2011). Responding to New Psychoactive Substances, Drugs in Focus, *EMCDDA Briefing* 22, Lisbon: EMCDDA

EMCDDA. (2011a). Annual Report. *Publications Office of the European Union, Luxembourg.* Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2012). Annual report on the state of the drugs problem in Europe. *EMCDDA*, Lisbon, November 2012. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2013). Annual Report. *Publications Office of the European Union, Luxembourg*. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2014). European Drug Report 2014: Trends and developments. E*uropean Monitoring Centre for Drugs and Drug Addiction*. https://doi.org/10.2810/88175

EMCDDA. (2015). New Psychoactive Substances in Europe: An update from the EU Early Warning System, Luxembourg: *Publications Office of the European Union*. Available from http://www.emcdda.europa.eu/publicati ons-database\_en

EMCDDA. (2016). European Drug Report 2016: Trends and Developments. I*n European Monitoring Centre of Drugs and Drugs Addiction*. https://doi.org/10.2810/88175

EMCDDA. (2018). European drug report 2018: Trends and Developments, *Lisbon: European Monitoring Centre for Drugs and Drug Addiction.* Available from http://www.emcdda.europa.eu/publicati ons-database\_en

Epton, T., Norman, P., Harris, P., Webb, T., Snowsill, F. A., & Sheeran, P. (2014). Development of theory-based health messages: three-phase programme of formative research. *Health Promotion International*, *30*(3), 756–768. https://doi.org/10.1093/heapro/dau005

Erikson, E. (1968). *Youth: Identity and crisis*. New York, NY: WW.

Every-Palmer, S. (2011). Synthetic cannabinoid JWH-018 and psychosis: An explorative study. *Drug and Alcohol Dependence*, *117*(2–3), 152–157.https://doi.org/10.1016/j.drugalcdep.2011.01.012

Felvinczi, K., Benschop, A., Urbán, R., Van Hout, M. C., Dąbrowska, K., Hearne, E., … Korf, D. (2019). Discriminative Characteristics of Marginalised Novel Psychoactive Users: a Transnational Study. *International Journal of Mental Health and Addiction*. https://doi.org/10.1007/s11469-019-00128-8

Fielding, K. S., McDonald, R., & Louis, W. R. (2008). Theory of planned behaviour, identity and intentions to engage in environmental activism. *Journal of Environmental Psychology*, *28*(4), 318–326. https://doi.org/https://doi.org/10.1016/j.jenvp.2008.03.003

Flanagan, K. S., Erath, S. A., & Bierman, K. L. (2008). Unique associations between peer relations and social anxiety in early adolescence. *Journal of Clinical Child and Adolescent Psychology*. https://doi.org/10.1080/15374410802359700

Fletcher, A., Calafat, A., Pirona, A., & Olszewski, D. (2010). Young people, recreational drug use and harm reduction. In *Harm reduction: evidence, impacts and challenges* (Vol. 13, pp. 357–376).

Foxcroft, D. R. (2014). Can Prevention Classification be Improved by Considering the Function of Prevention? *Prevention Science*, *15*(6), 818–822. https://doi.org/10.1007/s11121-013-0435-1

Freeman, T. P., Morgan, C. J. A., Vaughn-Jones, J., Hussain, N., Karimi, K., & Curran, H. V. (2012). Cognitive and subjective effects of mephedrone and factors influencing use of a “new legal high.” *Addiction*, *107*(4), 792–800. https://doi.org/10.1111/j.1360-0443.2011.03719.x

Friedli, L. (2013). “What we’ve tried, hasn’t worked”: The politics of assets based public health 1. *Critical Public Health*, *23*(2), 131–145. https://doi.org/10.1080/09581596.2012.748882

Furber, C. (2014). Framework analysis: a method for analysing qualitative data. *African Journal of Midwifery and Women’s Health*, *4*(2), 97–100. https://doi.org/10.12968/ajmw.2010.4.2.47612

Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research Using the framework method for the analysis of qualitative data in multi-disciplinary health. *BMC Medical Research Methodology*, *13*(1), 1. https://doi.org/10.1186/1471-2288-13-117

Galotti, K. M., & Mark, M. C. (1994). How do high school students structure an important life decision? A short-term longitudinal study of the college decision-making process. *Res High Educ* 35: 589. https://doi.org/10.1007/BF02497089

Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology*. https://doi.org/10.1037/0012-1649.41.4.625

Gerrard, M., Gibbons, F. X., Benthin, A. C., & Hessling, R. M. (1996). A longitudinal study of the reciprocal nature of risk behaviors and cognitions in adolescents: What you do shapes what you think, and vice versa. *Health Psychology*, Vol. 15, pp. 344–354. https://doi.org/10.1037/0278-6133.15.5.344

Gerrard, M., Gibbons, F. X., Stock, M. L., Lune, L. S. Vande, & Cleveland, M. J. (2005). Images of Smokers and Willingness to Smoke Among African American Pre-adolescents: An Application of the Prototype/Willingness Model of Adolescent Health Risk Behavior to Smoking Initiation. *Journal of Pediatric Psychology*, *30*(4), 305–318. https://doi.org/10.1093/jpepsy/jsi026

Gibbons, F. X., & Gerrard, M. (1995). Predicting young adults’ health risk behavior. *Journal of Personality and Social Psychology*, Vol. 69, pp. 505–517. https://doi.org/10.1037/0022-3514.69.3.505

Gibbons, F. X., Gerrard, M., Blanton, H., & Russell, D. W. (1998). Reasoned action and social reaction: Willingness and intention as independent predictors of health risk. *Journal of Personality and Social Psychology*, Vol. 74, pp. 1164–1180. https://doi.org/10.1037/0022-3514.74.5.1164

Gibbons, F. X., Gerrard, M., & Lane, D. J. (2003, January 1). A Social Reaction Model of Adolescent Health Risk. *Social Psychological Foundations of Health and Illness*. https://doi.org/doi:10.1002/9780470753552.ch5

Giddens, A. (1984). The Constitution of Society: Outine of the Theory of Structuration. In *Polity*. https://doi.org/10.2307/2802469

Gittins, R., Guirguis, A., Schifano, F., & Maidment, I. (2018). Exploration of the Use of New Psychoactive Substances by Individuals in Treatment for Substance Misuse in the UK. *Brain Sciences* , Vol. 8. https://doi.org/10.3390/brainsci8040058

Glanz, K., & Rimer, B. K. (2005). *Theory at a glance: A Guide For Health Promotion Practice (2nd ed)*. U.S. Department of Health and Human Services.

Glaser, B., & Strauss, A. (1967). The discovery of grounded theory. 1967. *Weidenfield & Nicolson, London*, 1-19.

Gordon, R. (2012), Re-thinking and re-tooling the social marketing mix, A*ustralasian Marketing Journal*(AMJ), Vol. 20 No. 2, pp. 122-126.

Gordon, R. (2013), Unlocking the potential of upstream social marketing, *European Journal of Marketing*, Vol. 47 No. 9, pp. 1525-1547.

Gottlieb, N. H., & Baker, J. A. (1986). The relative influence of health beliefs, parental and peer behaviors and exercise program participation on smoking, alcohol use and physical activity. *Social Science & Medicine*, *22*(9), 915–927. https://doi.org/https://doi.org/10.1016/0277-9536(86)90164-4

Gubrium, J. F. & Holstein, J. A. (2002). *From the individual interview to the interview society*, In J. F. Gubrium & J. A. Holstein (Edit.) *Handbook of Interview Research*, *Thousand Oaks, CA*. Sage Publications

Guest, G., Bunce, A., & Johnson, L. (2006). How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability. *Field Methods*, *18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Gulliver, A., Griffiths, K. M., & Christensen, H. (2010). Perceived barriers and facilitators to mental health help-seeking in young people: a systematic review. *BMC Psychiatry*, *10*(1), 113. https://doi.org/10.1186/1471-244X-10-113

Hagger, M. S., & Chatzisarantis, N. L. D. (2006). Self-identity and the theory of planned behaviour: Between- and within-participants analyses. *British Journal of Social Psychology*, *45*(4), 731–757. https://doi.org/10.1348/014466605X85654

Hagger, M. S., & Chatzisarantis, N. L. D. (2009). Integrating the theory of planned behaviour and self-determination theory in health behaviour: A meta-analysis. *British Journal of Health Psychology*, *14*(2), 275–302. https://doi.org/10.1348/135910708X373959

Hagger, M. S., Biddle, S. J. H., Chow, E. W., Stambulova, N., & Kavussanu, M. (2003). Physical Self-Perceptions in Adolescence: Generalizability of a Hierarchical Multidimensional Model Across Three Cultures. *Journal of Cross-Cultural Psychology*, *34*(6), 611–628. https://doi.org/10.1177/0022022103255437

Hagger, M. S., Chatzisarantis, N. L. D., & Biddle, S. J. H. (2002). The influence of autonomous and controlling motives on physical activity intentions within the Theory of Planned Behaviour. *British Journal of Health Psychology*, *7*(3), 283–297. https://doi.org/10.1348/135910702760213689

Hammersley, R. (2010). Dangers of banning spice and the synthetic cannabinoid agonists: Letters to the editor. *Addiction*. https://doi.org/10.1111/j.1360-0443.2009.02845.x

Hardeman, W., Johnston, M., Johnston, D., Bonetti, D., Wareham, N., & Kinmonth, A. L. (2002). Application of the Theory of Planned Behaviour in Behaviour Change Interventions: A Systematic Review. *Psychology & Health*, *17*(2), 123–158. https://doi.org/10.1080/08870440290013644a

Harrison, J. A., Mullen, P. D., & Green, L. W. (1992). A meta-analysis of studies of the health belief model with adults. *Health Education Research*, *7*(1), 107–116. https://doi.org/10.1093/her/7.1.107

Hart, A., Gagnon, E., Eryigit-Madzwamuse, S., Cameron, J., Aranda, K., Rathbone, A., & Heaver, B. (2016). Uniting Resilience Research and Practice With an Inequalities Approach. *SAGE Open*, *6*(4). https://doi.org/10.1177/2158244016682477

Hearne, E., & Van Hout, M. C. (2016). “Trip-Sitting” in the Black Hole: A Netnographic Study of Dissociation and Indigenous Harm Reduction. *Journal of Psychoactive Drugs*, *48*(4), 233–242. https://doi.org/10.1080/02791072.2016.1207827

HM Government. (2011). Novel psychoactive substances report 2011, *Home Office,* Retrieved from https://www.gov.uk/government/publications/novel-psychoactive-substances-report-2011

HM Government. (2014). Government response to New Psychoactibe Substances Review Expert Panel Report. *Home Office*. Retrieved from https://www.gov.uk/government/publications/response-to-expert-panel-report-on-the-new-psychoactive-substances-review

HM Government. (2017). An evaluation of the Government’s Drug Strategy 2010. *Home Office*. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/628100/Drug\_Strategy\_Evaluation.PDF

HM Government. (2018). Review of the Psychoactive Substances Act 2016. *Home Office*. Retrieved from https://www.gov.uk/government/publications/review-of-the-psychoactive-substances-act-2016.

Holman, D., Lynch, R., & Reeves, A. (2017). How do health behaviour interventions take account of social context? A lit- erature trend and co-citation analysis. Health, 1363459317695630. doi:10.1177/1363459317695630

Home Office BCS (2011). Drug Misuse Declared: Findings from the 2010/11 British Crime Survey. *Home Office*.

Home Office BCS (2014). Drug Misuse: Findings from the 2013/14 British Crime Survey. *Home Office*.

Home Office BCS (2015). Drug Misuse: Findings from the 2014/15 British Crime Survey. *Home Office*.

Home Office BCS (2016). Drug Misuse: Findings from the 2015/16 British Crime Survey. *Home Office*.

Home Office BCS (2017). Drug Misuse: Findings from the 2016/17 British Crime Survey. *Home Office*.

Home Office BCS (2018). Drug Misuse: Findings from the 2017/18 British Crime Survey. *Home Office*.

Hoving, K. L., Hamm, N., & Galvin, P. (1969). Social influence as a function of stimulus ambiguity at three age levels. *Developmental Psychology*, *1*(6 PART 1), 631–636. https://doi.org/10.1037/h0028268

HSCIC, (2014). Statistics on Drug Misuse: England 2014. L*ifestyles Statistics, Health and Social Care Information Centre*. Retrevied from https://files.digital.nhs.uk/publicationimport/pub15xxx/pu b15943/drug-misu-eng-2014-rep.pdf

Irving, A. (2017). The Use of Novel Psychoactive Substances by Homeless Young People in the North East. *YHNE*, (September).

Jackson, C., Smith, A., & Conner, M. (2003). Applying an extended version of the Theory of Planned Behaviour to physical activity. *Journal of Sports Sciences*, *21*(2), 119–133. https://doi.org/10.1080/0264041031000070976

James, C. (2011). Drug prevention programmes in schools: What is the evidence?. *London: Mentor*, from http://www.mentoruk.org.uk/2011/11/drug-prevention-programmes-in-schools- what-is-the-evidence/

Jepson, R. G., Harris, F. M., Platt, S., & Tannahill, C. (2010). The effectiveness of interventions to change six health behaviours: a review of reviews. *BMC Public Health*, *10*(1), 538. https://doi.org/10.1186/1471-2458-10-538

Jepson R, Harris FM, MacGillivray S, Kearney N & Rowa-Dewar NJ (2006). A review of the effectiveness of interventions, approaches and models at individual, community and population level that are aimed at changing health outcomes through changing knowledge attitudes and behaviour. *NICE (National Institute for Health and Clinical Excellence)*. Retrieved from https://www.nice.org.uk/guidance/ph6/evidence/behaviour-change-review-1-effectiveness-review-pdf-369664525

Jepson, R, Harris, F., Hernández, R. A., De Verteuil, R., & Kilonzo, M. M. (2006). Review of the economies and costs of interventions aimed at preventing illicit drug use in the general population and sexual risk taking in young people. *NICE.*

Jepson, Ruth, Platt, S., & Cox, J. (2006). A review of the effectiveness of interventions, approaches and models at individual, community and population level that are aimed at changing health outcomes through changing knowledge, attitudes and behaviour. *Self*, (May). Retrieved from http://www.nice.org.uk/guidance/ph6/evidence/behaviour-change-review-1-effectiveness-review2

Joseph Rowntree Foundation. (2018). The Homelessness Monitor: England 2018. *Joeseph Roundtree Foundation*.

Johnson, P. S., & Johnson, M. W. (2014). Investigation of “bath salts” use patterns within an online sample of users in the United States. *Journal of Psychoactive Drugs*, *46*(5), 369–378. https://doi.org/10.1080/02791072.2014.962717

Johnston, L. D., O'Malley, P. M., Miech, R. A., Bachman, J. G., & Schulenberg, J. E. (2016). Demographic Subgroup Trends among Adolescents in the Use of Various Licit and Illicit Drugs, 1975-2015. Monitoring the Future Occasional Paper Series. Paper 86. *Institute for Social Research*.

Kahneman, D. (2003). A Perspective on Judgment and Choice: Mapping Bounded Rationality. *American Psychologist*, Vol. 58, pp. 697–720. https://doi.org/10.1037/0003-066X.58.9.697

Kake. (2015). “22480002990\_9765dfc432\_b.jpg”. [online image]. Retrieved 3rd February 2016 from https://www.flickr.com/photos/kake\_pugh/22480002990

Kelleher, C.; Christie, R.; Lalor, K.; Fox, J.; Bowden, M. & O’Donnel, C. 2011. An overview of new psychoactive substances and the outlets supplying them. National Advisory Committee on Drugs. Available at: http://www.nacd.ie/publications/Head\_Report2011\_ overview.pdf.

Kjellgren, A., & Soussan, C. (2011). Heaven and Hell—A Phenomenological Study of Recreational Use of 4-HO-MET in Sweden. *Journal of Psychoactive Drugs*, *43*(3), 211–219. https://doi.org/10.1080/02791072.2011.605699

Knoll, L. J., Magis-Weinberg, L., Speekenbrink, M., & Blakemore, S.-J. (2015). Social Influence on Risk Perception During Adolescence. *Psychological Science*, *26*(5), 583–592. https://doi.org/10.1177/0956797615569578

Kolind, T., Thom, B., Hunt, G., Measham, F., & Newcombe, R. (2016). What’s So ‘New’ About New Psychoactive Substances? Definitions, Prevalence, Motivations, User Groups and A Proposed New Taxonomy. In *The SAGE Handbook of Drug and Alcohol Studies* (Vol. 44, pp. 576–596). https://doi.org/10.4135/9781473921986.n33

Kotler, P. and Lee, N.R. (2008), Social Marketing: Influencing Behaviors for Good, Sage, Thousand Oaks, CA.

Lauritsen, K. J., & Rosenberg, H. (2016). Comparison of outcome expectancies for synthetic cannabinoids and botanical marijuana. *American Journal of Drug and Alcohol Abuse*, *42*(4), 377–384. https://doi.org/10.3109/00952990.2015.1135158

Lawn, J. E., Rohde, J., Rifkin, S., Were, M., Paul, V. K., & Chopra, M. (2008). Alma-Ata 30 years on: revolutionary, relevant, and time to revitalise. *The Lancet*, *372*(9642), 917–927. https://doi.org/10.1016/S0140-6736(08)61402-6

Lawton, R., Conner, M., & McEachan, R. (2009). Desire or Reason: Predicting Health Behaviors From Affective and Cognitive Attitudes. *Health Psychology*, *28*(1), 56–65. https://doi.org/10.1037/a0013424

Layder, D. (2013). New strategies in social research: an introduction and guide. In *Choice Reviews Online* (Vol. 31). https://doi.org/10.5860/choice.31-1232

Ledberg, A. (2015). The interest in eight new psychoactive substances before and after scheduling. *Drug and Alcohol Dependence*, *152*, 73–78. https://doi.org/10.1016/j.drugalcdep.2015.04.020

Lewis, J and Ritchie, J. (2003). Generalising from Qualitative Research. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, *2*, 347–362.

Lindigkeit, R., Boehme, A., Eiserloh, I., Luebbecke, M., Wiggermann, M., Ernst, L., & Beuerle, T. (2009). Spice: A never ending story? *Forensic Science International*, *191*(1–3), 58–63. https://doi.org/10.1016/j.forsciint.2009.06.008

Lione, 2016 “Banning psychoactive substances is not enough, we need education too”. [online article]. Retrieved 20th February 2017 from *https://www.bps.ac.uk/publishing/blog/november-2016/banning-psychoactive-substances-is-not-enough,-we*

Liviu Alexandrescu (2018) ‘Ethnobotanicals’ and ‘Spice zombies’: new psychoactive substances in the mainstream media, *Drugs: Education, Prevention and Policy*, 25:4, 356-364, DOI: 10.1080/09687637.2017.1397101

Loewenstein, G. (1994). The psychology of curiosity: A review and reinterpretation. In *Psychological Bulletin* (Vol. 116, pp. 75–98). https://doi.org/10.1037/0033-2909.116.1.75

Lofland, J., & Lofland, L. H. (1995). Analyzing social settings: A guide to qualitative observation and analysis. In *Wadsworth*. Retrieved from https://books.google.co.uk/books/about/Analyzing\_Social\_Settings.html?id=lN\_qAAAAIAAJ

Lois, D., Moriano, J. A., & Rondinella, G. (2015). Cycle commuting intention: A model based on theory of planned behaviour and social identity. *Transportation Research Part F: Traffic Psychology and Behaviour*, *32*, 101–113. https://doi.org/https://doi.org/10.1016/j.trf.2015.05.003

Maggs-Rapport, F. (2001). ‘Best research practice’: in pursuit of methodological rigour. *Journal of Advanced Nursing*, *35*(3), 373–383. https://doi.org/10.1046/j.1365-2648.2001.01853.x

Maio, G. R., Pakizeh, A., Cheung, W.-Y., & Rees, K. J. (2009). Changing, priming, and acting on values: effects via motivational relations in a circular model. *Journal of Personality and Social Psychology*, *97*(4), 699–715. https://doi.org/10.1037/a0016420

Mankarious, E., & Kothe, E. (2015). A meta-analysis of the effects of measuring theory of planned behaviour constructs on behaviour within prospective studies. *Health Psychology Review*, *9*(2), 190–204. https://doi.org/10.1080/17437199.2014.927722

Mannetti, L., Pierro, A., & Livi, S. (2004). Recycling: Planned and self-expressive behaviour. *Journal of Environmental Psychology*, *24*(2), 227–236. https://doi.org/https://doi.org/10.1016/j.jenvp.2004.01.002

Marmot, M. (2005). Social determinants of health inequalities. *Lancet*. https://doi.org/10.1016/S0140-6736(05)71146-6

Marmot, M. (2010). Fair Society, Healthy Lives Fair Society, Healthy Lives. *Health San Francisco*.

Mason, A, W., Jean Russo, M., Chmelka, M. B., Herrenkohl, R. C., & Herrenkohl, T. I. (2017). Parent and peer pathways linking childhood experiences of abuse with marijuana use in adolescence and adulthood. *Addictive Behaviors*, *66*, 70–75. https://doi.org/https://doi.org/10.1016/j.addbeh.2016.11.013

Masten, A. S. (2007). Resilience in developing systems: Progress and promise as the fourth wave rises. *Development and Psychopathology*, *19*(3), 921–930. https://doi.org/DOI: 10.1017/S0954579407000442

McCracken, G. (1988). *The long interview*. Thousand Oaks, CA: Sage Publications.

McEachan, R. R. C., Conner, M., Taylor, N. J., & Lawton, R. J. (2011). Prospective prediction of health-related behaviours with the Theory of Planned Behaviour: a meta-analysis. *Health Psychology Review*, *5*(2), 97–144. https://doi.org/10.1080/17437199.2010.521684

McElrath, K., & O’Neill, C. (2011). Experiences with mephedrone pre- and post-legislative controls: Perceptions of safety and sources of supply. *International Journal of Drug Policy*, *22*(2), 120–127. https://doi.org/10.1016/j.drugpo.2010.11.001

Mcelrath, K., & Van Hout, M. C. (2011). A Preference for Mephedrone: Drug Markets, Drugs of Choice, and the Emerging “Legal High” Scene. *Journal of Drug Issues*, *41*(4), 487–507. https://doi.org/10.1177/002204261104100403

Mcmillan, B., & Conner, M. (2003). Applying an Extended Version of the Theory of Planned Behavior to Illicit Drug Use Among Students1. *Journal of Applied Social Psychology*, *33*(8), 1662–1683. https://doi.org/10.1111/j.1559-1816.2003.tb01968.x

Measham, F., & Newcombe, R. (2017). What’sso ‘new’ about new psycho- active substances? Definitions, prevalence, motivations, user groups and a proposed new taxonomy. In T. Kolind, G. Hunt, & B. Thom (Eds.), *The SAGE handbook of drug and alcohol studies*. London: Sage.

Measham, F., Moore, K., Newcombe, R., & (née Smith), Z. (2010). Tweaking, bombing, dabbing and stockpiling: The emergence of mephedrone and the perversity of prohibition. *Drugs and Alcohol Today*. https://doi.org/10.5042/daat.2010.0123

Mentor-Adepis. (2014). The Drugs Wheel. http://mentor-adepis.org/drugs-wheel/

Mentor-Adepis. (2014a). *Quality Standards for Effective Alcohol and Drug Education* , Mentor, DrugScope & Adfam, London, available at: http://mentor-adepis.org/wp-content/uploads/2014/05/Quality-standards-for-alcohol-and-drug-education.pdf (accessed 9 February 2015)

Michie, S., Pilling, S., Garety, P., Whitty, P., Eccles, M. P., Johnston, M., & Simmons, J. (2007). Difficulties implementing a mental health guideline: an exploratory investigation using psychological theory. *Implementation Science*, *2*(1), 8. https://doi.org/10.1186/1748-5908-2-8

Michie, S., & Abraham, C. (2004). Identifying techniques that promote health behaviour change: Evidence based or evidence inspired. *Psychol Health*, *19*, 29–49.

Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, *6*(1), 42. https://doi.org/10.1186/1748-5908-6-42

Miles, M., and Huberman, A. (1994). Qualitative Data Analysis. *London: SAGE.*

Mills, B., Reyna, V. F., & Estrada, S. (2008). Explaining Contradictory Relations Between Risk Perception and Risk Taking. *Psychological Science*, *19*(5), 429–433. https://doi.org/10.1111/j.1467-9280.2008.02104.x

Milosevic, I., Levy, H. C., Alcolado, G. M., & Radomsky, A. S. (2015). The Treatment Acceptability/Adherence Scale: Moving Beyond the Assessment of Treatment Effectiveness. *Cognitive Behaviour Therapy*, *44*(6), 456–469. https://doi.org/10.1080/16506073.2015.1053407

Moodie, C., MacKintosh, A. M., & Hammond, D. (2009). Adolescents’ response to text-only tobacco health warnings: results from the 2008 UK Youth Tobacco Policy Survey. *European Journal of Public Health*, *20*(4), 463–469. https://doi.org/10.1093/eurpub/ckp199

Moor et al 2013

Morris, B. (2016) Understanding the prevalence of ‘legal high’ misuse in early adulthood. Psychiatria Danubia,. 28, Suppl. 1, pp 49-58.

Mrazek, P., & Haggerty, R. J. (1994). Reducing Risks for Mental Disorders Frontiers for Preventive Intervention Research. *Institute of Medicine (US) Committee on Prevention of Mental Disorders*. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK236319/ doi: 10.17226/2139

Mullen, P. D., Hersey, J. C., & Iverson, D. C. (1987). Health behavior models compared. *Social Science & Medicine*, *24*(11), 973–981. https://doi.org/https://doi.org/10.1016/0277-9536(87)90291-7

Murgraff, V., White, D., & Phillips, K. (1996). Moderating Binge Drinking: Is It Possible To Change Behaviour If you PLan It In Advance?. *Alcohol and Alcoholism*, *31*(6), 577–582. https://doi.org/10.1093/oxfordjournals.alcalc.a008193

National Advisory Committee on Drugs (NACD). (2011). An Overview of New Psychoactive Substances and the Outlets Supplying Them. *National Advisory Committee on Drugs*, 1–172.

National Advisory Committee on Drugs (NACD). (2014). Drug use in Ireland Bulletin 5 and Northern Ireland 2010/11, Drug Prevalence Survey: Polydrug Use Results. *National Advisory Committee on Drugs*.

Neal, A., Ballard, T., & Vancouver, J. B. (2017). Dynamic Self-Regulation and Multiple-Goal Pursuit. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*(1), 401–423. https://doi.org/10.1146/annurev-orgpsych-032516-113156

Neicun, J., Steenhuizen, M., van Kessel, R., Yang, J. C., Negri, A., Czabanowska, K., Corazza, O., & Roman-Urrestarazu, A. (2019). Mapping novel psychoactive substances policy in the EU: The case of Portugal, the Netherlands, Czech Republic, Poland, the United Kingdom and Sweden. *PloS one*, *14*(6), e0218011. https://doi.org/10.1371/journal.pone.0218011

Newcomb, J. (2014). *Sheffield Drugs Needs Assessment 2014 / 15*. (March 2015), 1–23.

Newcombe, R. (2009). The Use of Mephedrone (M-cat, Meow) in Middlesbrough. *Lifeline Publications and Research*.

NICE, National Institute for Health and Care Excellence. (2007). Behaviour change: The principles for effective interventions [PH6]. Available at: https://www.nice.org.uk/guidance/ph6 (accessed 24 March 2015).

NICE, National Institute for Health and Care Excellence. (2009). Guidance Social and emotional wellbeing in secondary education (PH20). Retrived from https://www.nice.org.uk/guidance/ph20

NICE, National Institute of Clinical Excelence. (2017). *Drug misuse prevention: targeted interventions (NG64)*. (February). Retrieved from https://www.nice.org.uk/guidance/ng64/resources/drug-misuse-prevention-targeted-interventions-1837573761733

Nicholson, T., Duncan, D. F., & White, J. B. (2002). Is recreational drug use normal? *Journal of Substance Use*, *7*(3), 116–123. https://doi.org/10.1080/14659890209169340

Nigbur, D., Lyons, E., & Uzzell, D. (2010). Attitudes, norms, identity and environmental behaviour: Using an expanded theory of planned behaviour to predict participation in a kerbside recycling programme. *British Journal of Social Psychology*, *49*(2), 259–284. https://doi.org/10.1348/014466609X449395

Noar, S. M., Benac, C. N., & Harris, M. S. (2007). Does Tailoring Matter? Meta-Analytic Review of Tailored Print Health Behavior Change Interventions. *Psychological Bulletin*. https://doi.org/10.1037/0033-2909.133.4.673

Norman, J., Grace, S., & Lloyd, C. (2014). Legal high groups on the internet – The creation of new organized deviant groups? *Drugs: Education, Prevention and Policy*, *21*(1), 14–23. https://doi.org/10.3109/09687637.2013.769500

Norman, P., Armitage, C. J., & Quigley, C. (2007). The theory of planned behavior and binge drinking: Assessing the impact of binge drinker prototypes. *Addictive Behaviors*, *32*(9), 1753–1768. https://doi.org/https://doi.org/10.1016/j.addbeh.2006.12.009

Norman, P., Conner, M. T., & Stride, C. B. (2012). Reasons for binge drinking among undergraduate students: An application of behavioural reasoning theory. *British Journal of Health Psychology*, *17*(4), 682–698. https://doi.org/10.1111/j.2044-8287.2012.02065.x

Northcraft, G. B., Schmidt, A. M., & Ashford, S. J. (2011). Feedback and the Rationing of Time and Effort Among Competing Tasks. *Journal of Applied Psychology*, Vol. 96, pp. 1076–1086. https://doi.org/10.1037/a0023221

Novacek, J., Raskin, R., & Hogan, R. (1991). Why do adolescents use drugs? Age, sex, and user differences. *Journal of Youth and Adolescence*, *20*(5), 475–492. https://doi.org/10.1007/BF01540632

Novakovic,E., Rutter, L., Ainsworth, N., Hudson, T., Cullum, A., Canning, U., & McSloy, A. (2016) Drug misuse prevention: targeted interventions. Evidence review 1. National Institute for Health and Care Excellence NICE. London: NICE, from https://www.nice.org.uk/guidance/ng64/evidence

O’Brien, K., Chatwin, C., Jenkins, C., & Measham, F. (2015). New psychoactive substances and British drug policy: A view from the cyber-psychonauts. *Drugs: Education, Prevention and Policy*, *22*(3), 217–223. https://doi.org/10.3109/09687637.2014.989959

Office for National Statistics. (2014). Crime in England and Wales, Year Ending March 2014. *Office for National Statistics*, (July), 1–133. https://doi.org/Figure 3: Trend in Crime Survey for England and Wales violence, 1981 to year ending December 2014

Office for National Statistics. (2015). Deaths related to drug poisoning in England and Wales: 2017 registrations. *Office for National Statistics.* Available from *https://www.ons.gov.uk/*

Office for National Statistics. (2016). Deaths from “legal highs.”. *ONS*. https://www.ons.gov.uk/ peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/articles/deathsfromlegalhighs/2016-04-28

Office for National Statistics. (2017). Deaths related to drug poisoning in England and Wales: 2017 registrations. *Office for National Statistics.* Available from *https://www.ons.gov.uk/*

Office for National Statistics. (2018). Deaths related to drug poisoning in England and Wales: 2017 registrations. *Office for National Statistics.* Available from *https://www.ons.gov.uk/*

Orsolini, L., Francesconi, G., Papanti, D., Giorgetti, A., & Schifano, F. (2015). Profiling online recreational/prescription drugs’ customers and overview of drug vending virtual marketplaces. *Human Psychopharmacology: Clinical and Experimental*, 30(4), 302–318.

Ostrom, E. (1996). Crossing the great divide: Coproduction, synergy, and development. *World Development*, *24*(6), 1073–1087. https://doi.org/https://doi.org/10.1016/0305-750X(96)00023-X

Palamar, J. J., Acosta, P., & Cleland, C. M. (2020). The influence of viewing a headline about ecstasy/Molly adulteration on future intentions to use. *Journal of Substance Use*, *25*(1), 95–100. https://doi.org/10.1080/14659891.2019.1664660

Parker, J. D. A., & Endler, N. S. (1996). Coping and defense: A historical overview. In *Handbook of coping: Theory, research, applications.* (pp. 3–23). Oxford, England: John Wiley & Sons.

Parkinson, S., Eatough, V., Holmes, J., Stapley, E., & Midgley, N. (2016). Framework analysis: a worked example of a study exploring young people’s experiences of depression. *Qualitative Research in Psychology*, *13*(2), 109–129. https://doi.org/10.1080/14780887.2015.1119228

Pavey, L., & Sparks, P. (2009). Reactance, autonomy and paths to persuasion: Examining perceptions of threats to freedom and informational value. *Motivation and Emotion*, *33*(3), 277-290.

Patil V, Tewari A, Rao R. (2016). New psychoactive substances: Issues and challenges. *J Mental Health Hum Behav,* 21, 98-104.

Peake, S. J., Dishion, T. J., Stormshak, E. A., Moore, W. E., & Pfeifer, J. H. (2013). Risk-taking and social exclusion in adolescence: Neural mechanisms underlying peer influences on decision-making. *NeuroImage*, *82*, 23–34. https://doi.org/https://doi.org/10.1016/j.neuroimage.2013.05.061

Pederson, L. L., Baskerville, J. C., & Wanklin, J. M. (1982). Multivariate statistical models for predicting change in smoking behavior following physician advice to quit smoking. *Preventive Medicine*. https://doi.org/10.1016/0091-7435(82)90067-6

Penney, J., Dargan, P. I., Padmore, J., Wood, D. M., & Norman, I. J. (2015). Epidemiology of adolescent substance use in London schools. *QJM: An International Journal of Medicine*, *109*(6), 405–409. https://doi.org/10.1093/qjmed/hcv171

Pentz MA, Johnson CA, Dwyer JH, MacKinnon DM, Hansen WB, Flay BR. A comprehensive community approach to adolescent drug abuse prevention: effects on cardiovascular disease risk behaviour. *Annals of Medicine* 1989;21:219–22.

Perrone, D., Helgesen, R. D., & Fischer, R. G. (2013). United States drug prohibition and legal highs: How drug testing may lead cannabis users to Spice. *Drugs: Education, Prevention and Policy*, *20*(3), 216–224. https://doi.org/10.3109/09687637.2012.749392

Peters, G. J. Y., Kok, G., & Abraham, C. (2007). Social cognitive determinants of ecstasy use to target in evidence-based interventions: A meta-analytical review. *Addiction*, *103*(1), 109–118. https://doi.org/10.1111/j.1360-0443.2007.02041.x

Petty R.E., Cacioppo J.T. (1986) *The Elaboration Likelihood Model of Persuasion. In: Communication and Persuasion*. Springer Series in Social Psychology. Springer, New York, NY

Prilleltensky, I. (2005). Promoting well-being: Time for a paradigm shift in health and human services. *Scandinavian Journal of Public Health*, 33(66\_suppl), 53–60. https://doi.org/10.1080/14034950510033381

Pirona, A., Bo, A., Hedrich, D., Ferri, M., van Gelder, N., Giraudon, I., … Mounteney, J. (2017). New psychoactive substances: Current health-related practices and challenges in responding to use and harms in Europe. *International Journal of Drug Policy*, *40*, 84–92. https://doi.org/10.1016/j.drugpo.2016.10.004

Portnoy, B. (1980). Effects of a Controlled-Usage Alcohol Education Program Based on the Health Belief Model. *Journal of Drug Education*, *10*(3), 181–195. https://doi.org/10.2190/KJAE-XJFA-WV41-M6VM

Prestwich, A., Sniehotta, F. F., Whittington, C., Dombrowski, S. U., Rogers, L., & Michie, S. (2014). Does theory influence the effectiveness of health behavior interventions? Meta-analysis. *Health Psychology*, Vol. 33, pp. 465–474. https://doi.org/10.1037/a0032853

Prestwich, A., Webb, T. L., & Conner, M. (2015). Using theory to develop and test interventions to promote changes in health behaviour: Evidence, issues, and recommendations. *Current Opinion in Psychology*, Vol. 5, pp. 1–5. https://doi.org/10.1016/j.copsyc.2015.02.011

Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., … Hensley, M. (2011). Outcomes for implementation research: Conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*(2), 65–76. https://doi.org/10.1007/s10488-010-0319-7

Popay, J., Whitehead, M., & Hunter, D. J. (2010). Injustice is killing people on a large scale—but what is to be done about it? *Journal of Public Health*, *32*(2), 148–149. https://doi.org/10.1093/pubmed/fdq029

Psychonaut Web Mapping Research Group. (2009). Spice report. *London UK: Institute of Psychiatry*, 435 King's College London.

Public Health England. (2014). The international evidence on the prevention of drug and alcohol use Summary and examples of implementation in England. *Tuberculosis in The*, 397–401. https://doi.org/10.1037/e500942012-001

Public Health England. (2014). Improving young people’s health and wellbeing A framework for public health. *Public Health England.* Retrieved from https://www.gov.uk/government/publications/improving-young-peoples-health-and-wellbeing-a-framework-for-public-health

Public Health England. (2018). Adult substance misuse statistics from the National Drug Treatment Monitoring System (NDTMS). *Public Health England.* Retrieved From https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/752993/AdultSubstanceMisuseStatisticsfromNDTMS2017-18.pdf

Ralphs, R., Gray, P., & Norton, A. (2017). *New Psychoactive substance use in Manchester: Prevalence, nature, challenge and responses*. 56. Retrieved from https://www.mhcc.nhs.uk/wp-content/uploads/2017/08/MMU2278-SUAB-New-psychoactive-substance-use-in-Manchester.pdf

Ramsey, J., Dargan, P. I., Smyllie, M., Davies, S., Button, J., Holt, D. W., & Wood, D. M. (2010). Buying “legal” recreational drugs does not mean that you are not breaking the law. *QJM*. https://doi.org/10.1093/qjmed/hcq132

Reid, M., Sparks, P., & Jessop, D. C. (2018). The effect of self-identity alongside perceived importance within the theory of planned behaviour. *European Journal of Social Psychology*, *48*(6), 883–889. https://doi.org/10.1002/ejsp.2373

Richards, T. J., & Richards, L. (1994). Using computers in qualitative research. In *Handbook of qualitative research.* (pp. 445–462). *Thousand Oaks, CA, US: Sage Publications, Inc*.

Richetin, J., Conner, M., & Perugini, M. (2011). Not doing is not the opposite of doing: Implications for attitudinal models of behavioral prediction. *Personality and Social Psychology Bulletin*, *37*(1), 40–54. https://doi.org/10.1177/0146167210390522

Rickwood, D., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people’s help- seeking for mental health problems. *Australian E-Journal for the Advancement ofMental Healt*h, 4(3), 218–251. doi:10.5172/jamh.4.3.218

Ries, F., Hein, V., Pihu, M., & Armenta, J. M. S. (2012). Self-identity as a component of the Theory of Planned Behaviour in predicting physical activity. *European Physical Education Review*, *18*(3), 322–334. https://doi.org/10.1177/1356336X12450792

Rise, J., Kovac, V., Kraft, P., & Moan, I. S. (2008). Predicting the intention to quit smoking and quitting behaviour: Extending the theory of planned behaviour. *British Journal of Health Psychology*, *13*(2), 291–310. https://doi.org/10.1348/135910707X187245

Rise, J., Sheeran, P., & Hukkelberg, S. (2010). The Role of Self-identity in the Theory of Planned Behavior: A Meta-Analysis. *Journal of Applied Social Psychology*, *40*(5), 1085–1105. https://doi.org/10.1111/j.1559-1816.2010.00611.x

Ritchie, J. (2016). *Novel Psychoactive Substances: Implications for UK Drugs Policy*.

Ritchie, J., & Spencer, L. (2002). Qualitative data analysis for applied policy research. *The qualitative researcher’s companion*, *573*(2002), 305-29.

Ritchie, J., & Spencer, L. (1994). Qualitative data analysis for applied policy research'In Analyzing qualitative data, Bryman, A. and Burgess, RG (Eds) London and New York.

Rivis, A., Sheeran, P., & Armitage, C. J. (2006). Augmenting the theory of planned behaviour with the prototype/willingness model: Predictive validity of actor versus abstainer prototypes for adolescents’ health-protective and health-risk intentions. *British Journal of Health Psychology*, *11*(3), 483–500. https://doi.org/10.1348/135910705X70327

Rogers, R. W. (1975). A Protection Motivation Theory of Fear Appeals and Attitude Change1. *The Journal of Psychology*, *91*(1), 93–114. https://doi.org/10.1080/00223980.1975.9915803

Rose, N. (1992). Engineering the Human Soul: Analyzing Psychological Expertise. *Science in Context*, *5*(2), 351–369. https://doi.org/DOI: 10.1017/S0269889700001228.

Rosenstock, I. M. (1966). Why people use health services. Millbank Metnorial Fund Quarterly, 4494- 124.

Rutter, M. (2002). The Interplay of Nature, Nurture, and Developmental Influences: The Challenge Ahead for Mental Health. *JAMA Psychiatry*, *59*(11), 996–1000. https://doi.org/10.1001/archpsyc.59.11.996

Rutter, H., Savona, N., Glonti, K., Bibby, J., Cummins, S., Finegood, D. T., … White, M. (2017). The need for a complex systems model of evidence for public health. *Lancet (London, England)*, *390*(10112), 2602–2604. https://doi.org/10.1016/S0140-6736(17)31267-9

Ryan, R. M. (2012) The Oxford Handbook of Human Motivation, Oxford University Press: New York, 2012; 579 pp.: 9780195399820

Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, *52*(1), 141–166. https://doi.org/10.1146/annurev.psych.52.1.141

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68.

SALSUS. (2013). SALSUS: Drug use. *NHS National Services Scotland.* Retrieved from https://www.isdscotland.org/Health-Topics/Public-Health/Publications/2014-11-25/SALSUS\_2013\_Drugs\_Report.pdf.

Sande, M. (2016). Characteristics of the use of 3-MMC and other new psychoactive drugs in Slovenia, and the perceived problems experienced by users. *International Journal of Drug Policy*, *27*, 65–73. https://doi.org/https://doi.org/10.1016/j.drugpo.2015.03.005

Sebastian, C. L., Tan, G. C. Y., Roiser, J. P., Viding, E., Dumontheil, I., & Blakemore, S.-J. (2011). Developmental influences on the neural bases of responses to social rejection: Implications of social neuroscience for education. *NeuroImage*, *57*(3), 686–694. https://doi.org/https://doi.org/10.1016/j.neuroimage.2010.09.063

Schifano, F., Corazza, O., Deluca, P., Davey, Z., Di Furia, L., Farre’, M., … Van Der Kreeft, P. (2009). Psychoactive drug or mystical incense? Overview of the online available information on Spice products. *International Journal of Culture and Mental Health*, *2*(2), 137–144. https://doi.org/10.1080/17542860903350888

Schifano, F., Deluca, P., Baldacchino, A., Peltoniemi, T., Scherbaum, N., Torrens, M., … Ghodse, A. H. (2006). Drugs on the web; the Psychonaut 2002 EU project. *Progress in Neuro-Psychopharmacology and Biological Psychiatry*, *30*(4), 640–646. https://doi.org/https://doi.org/10.1016/j.pnpbp.2005.11.035

Schifano, F., Corkery, J., & Ghodse, A. H. (2012). Suspected and confirmed fatalities associated with mephedrone (4-methylmethcathinone, meow meow) in the United Kingdom. *Journal of Clinical Psychopharmacology*. https://doi.org/10.1097/JCP.0b013e318266c70c

Schmidt, A. M., & DeShon, R. P. (2007). What to do? The effects of discrepancies, incentives, and time on dynamic goal prioritization. Jour- nal of Applied Psychology, 92, 928–941. http://dx.doi.org/10.1037/ 0021-9010.92.4.928

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). Motivation in education: Theory, research, and applications.

Scottish Prisoner Service (2017). Prisoner Survey.*Scottish Prisoner Service*.

Secretlondon123. (2008). “2870406587\_66a741c01a\_b.jpg”. [online image]. Retrieved 3rd February 2016 from https://www.flickr.com/photos/secretlondon/2870406587

Sekhon, M., Cartwright, M., & Francis, J. J. (2017). Acceptability of healthcare interventions: An overview of reviews and development of a theoretical framework. *BMC Health Services Research*, *17*(1), 88. https://doi.org/10.1186/s12913-017-2031-8

Shapiro, H. (2011) Alphabet Soup. *Druglink May/June 2011*.

Shapiro, H. [DrugWise]. (2016). NPS comes of age: a UK overview. *London: DrugWise. 32 p*.

Shapiro, H., & Daly, M. (2016). *Highways and buyways: A snapshot of UK drug scenes 2016*. Retrieved from http://www.drugwise.org.uk

Sheridan, J., & Butler, R. (2010). “They’re legal so they’re safe, right?” What did the legal status of BZP-party pills mean to young people in New Zealand? *International Journal of Drug Policy*, *21*(1), 77–81. https://doi.org/10.1016/j.drugpo.2009.02.002

Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. Sage.

Simons-Morton, B., Lerner, N., & Singer, J. (2005). The observed effects of teenage passengers on the risky driving behavior of teenage drivers. *Accident Analysis & Prevention*, *37*(6), 973–982. https://doi.org/https://doi.org/10.1016/j.aap.2005.04.014

Smith, J., & Firth, J. (2011). Qualitative data analysis: the framework approach. *Nurse Researcher*, *18*(2), 52–62.

Snape D. & Spencer L. (2003) The foundations of qualitative research. In Qualitative Research Practice: A Guide for Social Science Students and Researchers (Ritchie J. & Lewis J., eds). *Sage Publications, London, pp. 1–23*.

Somerville, L. H. (2013). The Teenage Brain: Sensitivity to Social Evaluation. *Current Directions in Psychological Science*, *22*(2), 121–127. https://doi.org/10.1177/0963721413476512

Soussan, C. (2018). Novel Psychoactive Substances: Experienced effects, attitudes, and motivations among online drug community users. (Doctoral dissertation). Karlstad: Karlstads universitet

Soussan, C., Andersson, M., & Kjellgren, A. (2018). The diverse reasons for using Novel Psychoactive Substances - A qualitative study of the users’ own perspectives. *International Journal of Drug Policy*, *52*, 71–78. https://doi.org/https://doi.org/10.1016/j.drugpo.2017.11.003

Soussan, C., & Kjellgren, A. (2019). Alarming attitudinal barriers to help-seeking in drug-related emergency situations: Results from a Swedish online survey. *Nordic Studies on Alcohol and Drugs*, *36*(6), 532–541. https://doi.org/10.1177/1455072519852837

Soussan, C., & Kjellgren, A. (2016). The users of Novel Psychoactive Substances: Online survey about their characteristics, attitudes and motivations. *International Journal of Drug Policy*, *32*, 77–84. https://doi.org/https://doi.org/10.1016/j.drugpo.2016.03.007

Sparks, P., & Guthrie, C. A. (1998). Self-identity and the theory of planned behavior: A useful addition or an unhelpful artifice?. *Journal of Applied Social Psychology*, *28*(15), 1393–1410. https://doi.org/10.1111/j.1559-1816.1998.tb01683.x

Sutherland, R., Bruno, R., Peacock, A., Lenton, S., Matthews, A., Salom, C., … Barratt, M. J. (2017). Motivations for new psychoactive substance use among regular psychostimulant users in Australia. *International Journal of Drug Policy*, *43*, 23–32. https://doi.org/https://doi.org/10.1016/j.drugpo.2016.12.021

Reid, M., Sparks, P., & Jessop, D. C. (2018). The effect of self-identity alongside perceived importance within the theory of planned behaviour. *European Journal of Social Psychology*, *48*(6), 883–889. https://doi.org/10.1002/ejsp.2373

Spencer, L., Ritchie, J., & O’Conner, W. (2003). In J. Ritchie, & J. Lewis. *Qualitative research: a guide for social science student and researcher*, 219-263.

Spurrier, M., & Blaszczynski, A. (2014). Risk Perception in Gambling: A Systematic Review. *Journal of Gambling Studies*. https://doi.org/10.1007/s10899-013-9371-z

Srivastava, A., & Thomson, S. B. (2009). Framework Analysis : Research Note. *Journal of Administration & Governance*, *4*(2), 72–79.

Stacy, R., & Loyd^, B. H. (1990). An investigation of beliefs about smoking among diabetes patients: Information for improving cessation efforts. *Patient Education and Counseling*, *15*(2), 181–189. https://doi.org/https://doi.org/10.1016/0738-3991(90)90061-O

Stevens, A., Fortson, R., Measham, F., & Sumnall, H. (2015). Legally flawed, scientifically problematic, potentially harmful: The UK Psychoactive Substance Bill. *International Journal of Drug Policy*, *26*(12), 1167–1170. https://doi.org/https://doi.org/10.1016/j.drugpo.2015.10.005

Stok, F. M., de Vet, E., de Ridder, D. T. D., & de Wit, J. B. F. (2016). The potential of peer social norms to shape food intake in adolescents and young adults: a systematic review of effects and moderators. *Health Psychology Review*, *10*(3), 326–340. https://doi.org/10.1080/17437199.2016.1155161

Sussman, S., Sun, P., McCuller W.J., Dent C, W. (2003). Project towards no drug abuse: two-year outcomes of a trial that compares health educator delivery to self-instruction. *Preventive Medicine*, 37: 155-162.

Swallow, V., Newton, J., & Van Lottum, C. (2003). How to manage and display qualitative data using ‘Framework’ and Microsoft® Excel. *Journal of Clinical Nursing*, *12*(4), 610–612. https://doi.org/10.1046/j.1365-2702.2003.00728.x

Terry, D. J., Hogg, M. A., & White, K. M. (1999). *The theory of planned behaviour : Self- identity , social identity and group norms*. 225–244.

Thoits, P., & Virshup, L. M. (1997). *We’s: Forms and Functions of Social Identity. Self and Identity: Fundamental Issues.* Oxford University Press, New York.

Thrul, J., Stemmler, M., Bühler, A., & Kuntsche, E. (2013). Adolescents’ protection motivation and smoking behaviour. *Health Education Research*, *28*(4), 683–691. https://doi.org/10.1093/her/cyt062

Toulmin, S. (1958) The Uses of Argument. Cambridge: Cambridge University Press. Weitzman, E. and Miles, M. (1995) Computer Programs for Qualitative Analysis: A Software Sourcebook. Thousand Oaks, CA: Sage.

UKCDP. (2012). A Fresh Approach to Drugs: the final report of the UK Drug Policy Commission. *UKCDP.*

Ungar, M. (2008), “Resilience across cultures”, British Journal ofSocial Work, Vol. 38 No. 2, pp. 218-235

UNODC, United Nations Office on Drugs and Crime (2018). International Standards on Drug Use Prevention. Vienna: UNODC, from https://www.unodc.org/unodc/en/prevention/prevention-standards.html

[Untitled illustration of website a]. Retrieved on 3rd February 2016 retrieved from https://www.legalhighsworld.co.uk

[Untitled illustration of website b]. Retrieved on 3rd February 2016 Retrieved from http://www.legalhighsstore.co.uk

[Untitled illustration of website c]. Retrieved on 3rd February 2016 from http://iceheadshop.co.uk

[Untitled images of legal high packaging]. Retrieved December 19 2017 from https://www.shutterstock.com/

[Untitled image of legal high online sale listing 1]. Retrieved December 19 2017 from https://www.shutterstock.com/

[Untitled images of legal high listing 2]. Retrieved December 19 2017 from https://www.shutterstock.com/

UserVoice. (2016). Spice: the bird killer – what prisoners think about the use of spice and other legal highs in prison. *User Voice*. Retrieved from http://www.uservoice.org/wpcontent/uploads/2016/05/User-Voice- Spice-The-Bird-Killer-Report-Low-Res.pdf

Valente, H., Martins, D. and Moura, H. (2015). Drug checking: Shedding light on the ‘black market’. C*lub Health Presentation, Lisbon*.

Van Amsterdam, J. G. C., Nabben, T., Keiman, D., Haanschoten, G., & Korf, D. (2015). Exploring the Attractiveness of New Psychoactive Substances (NPS) among Experienced Drug Users. *Journal of Psychoactive Drugs*, *47*(3), 177–181. https://doi.org/10.1080/02791072.2015.1048840

Van Hout, M. C. (2014). An Internet Study of User’s Experiences of the Synthetic Cathinone 4-Methylethcathinone (4-MEC). *Journal of Psychoactive Drugs*, *46*(4), 273–286. https://doi.org/10.1080/02791072.2014.934979

Van Hout, M. C., & Brennan, R. (2011). “Heads held high”: An exploratory study of legal highs in pre-legislation Ireland. *Journal of Ethnicity in Substance Abuse*, *10*(3), 256–272. https://doi.org/10.1080/15332640.2011.600210

Van Hout, M. C., & Brennan, R. (2012). Curiosity killed M-Cat: A post-legislative study on mephedrone use in Ireland. *Drugs: Education, Prevention and Policy*, Vol. 19, pp. 156–162. https://doi.org/10.3109/09687637.2011.617796

Van Teijlingen, E., & Pitchforth, E. (2006). Focus group research in family planning and reproductive health care. *BMJ Sexual & Reproductive Health*, *32*(1), 30–32.

Vandrey, R., Dunn, K. E., Fry, J. A., & Girling, E. R. (2012). A survey study to characterize use of Spice products (synthetic cannabinoids). *Drug and Alcohol Dependence*, *120*(1–3), 238–241. https://doi.org/10.1016/j.drugalcdep.2011.07.011

Vardakou, I., Pistos, C., & Spiliopoulou, C. (2010). Spice drugs as a new trend: Mode of action, identification and legislation. *Toxicology Letters*, Vol. 197, pp. 157–162. https://doi.org/10.1016/j.toxlet.2010.06.002

Webb, T. L., Sniehotta, F. F., & Michie, S. (2010). Using theories of behaviour change to inform interventions for addictive behaviours. *Addiction*, *105*(11), 1879–1892. https://doi.org/10.1111/j.1360-0443.2010.03028.x

Wadsworth, E., Drummond, C., Kimergård, A., & Deluca, P. (2017). A market on both “sides” of the law: The use of the hidden web for the sale of new psychoactive substances. *Human Psychopharmacology: Clinical and Experimental*, *32*(3), e2596. https://doi.org/10.1002/hup.2596

Wells, C. (2009). Deaths related to drug poisoning in England and Wales, 2008. *Health Statistics Quarterly*, *43*(1), 48–55. https://doi.org/10.1057/hsq.2009.27

Werse, B., & Morgenstern, C. (2012). How to handle legal highs? Findings from a German online survey and considerations on drug policy issues. *Drugs and Alcohol Today*.

Westaby, J. D. (2005). Behavioral reasoning theory: Identifying new linkages underlying intentions and behavior. *Organizational Behavior and Human Decision Processes*, *98*, 97–120. https://doi.org/10.1016/j.obhdp.2005.07.003

Westaby, J. D., Fishbein, M., & Aherin, R. (1997). Self-reported reasons: A test and application of reasons theory on occupational behavior. *Basic and Applied Social Psychology*, *19*(4), 483–494. https://doi.org/10.1207/s15324834basp1904\_5

William, J., & Measham, F. (2013). *Research priorities for NPS*. 0–36. https://doi.org/10.1080/00369220601100075

Wilkins, C., & Sweetsur, P. (2012). The impact of the prohibition of benzylpiperazine (BZP) “legal highs” on the availability, price and potency of BZP in New Zealand. *6th Annual Conference of the International Society for the Study of Drug Policy*, *127*(April 2008), 72–80. Retrieved from http://www.issdp.org/conference-papers/2012/2012\_papers/Wilkins C - The impact of the prohibition of benzylpiperazine (BZP).pdf

Winstock, A. R., & Barratt, M. J. (2013). Synthetic cannabis: A comparison of patterns of use and effect profile with natural cannabis in a large global sample. *Drug and Alcohol Dependence*, *131*(1), 106–111. https://doi.org/https://doi.org/10.1016/j.drugalcdep.2012.12.011

Winstock, A. R., Lawn, W., Deluca, P., & Borschmann, R. (2016). Methoxetamine: An early report on the motivations for use, effect profile and prevalence of use in a UK clubbing sample. *Drug and Alcohol Review*, *35*(2), 212–217. https://doi.org/10.1111/dar.12259

Winstock, A., Mitcheson, L., & Marsden, J. (2010). Mephedrone: still available and twice the price. *The Lancet*. https://doi.org/10.1016/s0140-6736(10)62021-1

Winstock, A. R., Mitcheson, L. R., Deluca, P., Davey, Z., Corazza, O., & Schifano, F. (2011). Mephedrone, new kid for the chop? *Addiction*, *106* (1), 154–161. https://doi.org/10.1111/j.1360-0443.2010.03130.x

Wood, M. (2019) Resilience research and social marketing: the route to sustainable behaviour change. *Resilience research 77.*

Wu, C. S. T., Wong, H. T., Chou, L. Y., To, B. P. W., Lee, W. L., & Loke, A. Y. (2014). Correlates of protective motivation theory (PMT) to adolescents’ drug use intention. *International Journal of Environmental Research and Public Health*, *11*(1), 671–684. https://doi.org/10.3390/ijerph110100671

YPBAS. (2010). Young Persons’ Behaviour & Attitudes Survey. *Northern Ireland Statistics & Research Agency.* Retrieved from https://www.nisra.gov.uk/sites/nisra.gov.uk/files/publications/YPBAS2010TechnicalReport.pdf

Zawilska, J. (2011). “Legal Highs” – New Players in the Old Drama. *Current Drug Abuse Reviews*, *4*, 122–130. https://doi.org/10.2174/1874473711104020122

Zawilska, J. B. (2015). Chapter Thirteen - “Legal Highs” – An Emerging Epidemic of Novel Psychoactive Substances. In P. Taba, A. Lees, & K. B. T.-I. R. of N. Sikk (Eds.), *The Neuropsychiatric Complications of Stimulant Abuse* (Vol. 120, pp. 273–300). https://doi.org/https://doi.org/10.1016/bs.irn.2015.02.009

Zolkoski, S. M., & Bullock, L. M. (2012). Children and Youth Services Review Resilience in children and youth: A review. *Children and Youth Services Review*, *34*(12), 2295–2303. https://doi.org/10.1016/j.childyouth.2012.08.009

# Appendix A in support of Chapter 2 (Background)

## Table A-1: Prevalence rates for use of NPS in the General population

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Authors** | **Year** | **Co.** | **N** | **Population** | **Drugs** | **Age** | **Lifetime use** | | | **Last year use** | | |
|  |  |  |  |  |  |  |  | Male | Female |  | Male | Female |
| NACDA | 2010/11 | NI | ≈7,000 | Household survey | NPS | 15-64 | 2.4 | 3.0 | 1.8 | 1.0 | 1.6 | 0.3 |
| NACDA | 2014/15 | NI | ≈7,000 | Household survey | NPS | 15-64 | 2.2 | 3.5 | 0.9 | 0.3 | 0.6 | 0.1 |
| CSEW | 2014/15 | UK | ≈35,000 | Household Survey | Legal highs | 16-59 | 2.9 | 3.9 | 1.9 | 0.9 | 1.3 | 0.4 |
| CSEW | 2015/16 | UK | ≈35,000 | Household Survey | Legal highs | 16-59 | 2.7 | 3.8 | 1.7 | 0.7 | 1.1 | 0.4 |
| CSEW | 2016/17 | UK | ≈35,000 | Household Survey | Legal highs | 16-59 | 2.4 | 3.2 | 1.6 | 0.4 | 0.6 | 0.3 |
| CSEW | 2017/18 | UK | ≈35,000 | Household Survey | Legal highs | 16-59 | 2.5 | 3.3 | 1.7 | 0.4 | 0.5 | 0.2 |

## Table A-2: Prevalence rates for use of NPS among young people

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Authors** | **Year** | **Co.** | **N** | **Population** | **Drugs** | **Age** | **Lifetime use** | | | **Last year use** | | |
|  |  |  |  |  |  |  |  | Male | Female |  | Male | Female |
| NACDA | 2010/11 | NI | < 2000 | Household survey | NPS | 15-24 | 2.3 |  |  |  |  |  |
| FEB | 2011 | UK | ≈500 | Household survey | Legal Highs | 15-24 | 10 |  |  |  |  |  |
| FEB | 2014 | UK | ≈500 | Household survey | Legal Highs | 15-24 | 10 |  |  |  |  |  |
| NACDA | 2014/15 | NI | < 2000 | Household survey | NPS | 15-24 | 2.5 | 4.6 | 0.8 | 0.8 | 1.5 | 0.0 |
| CSEW | 2014/15 | UK | ≈2,300 | Household Survey | Legal highs | 16-24 | 6.1 | 8 | 4.1 | 2.8 | 4 | 1.5 |
| CSEW | 2015/16 | UK | ≈2,300 | Household Survey | Legal highs | 16-24 | 6 | 8 | 3.9 | 2.6 | 3.6 | 1.6 |
| CSEW | 2016/17 | UK | ≈2,300 | Household Survey | Legal highs | 16-24 | 4.2 | 5.3 | 3.1 | 1.2 | 1.6 | 0.9 |
| CSEW | 2017/18 | UK | ≈2,300 | Household Survey | Legal highs | 16-24 | 4.7 | 6 | 3.3 | 1.2 | 1.5 | 0.8 |

## Table A-3: Studies of NPS use from which harms information was obtained

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ref.** | **Authors** | **Year** | **Co.** | **N** | **Age** | **Population** | **Drugs** | **%** |
| 1 | Butler & Sheridan | 2007 | NZ | 58 | 17-23 | Semi structured interviews with self-selecting BZP users | Benzylpiperazine (BZP) | - |
| 2 | Newcombe | 2009 | UK | 12 | 18-50 | Interviews and focus groups with Mephedrone users and drug agency staff | Mephedrone | - |
| 3 | Schifano et al. | 2009 | INT | ≈200 | - | Analysis of drug-related websites and user forums | Synthetic Cannabinoids | - |
| 4 | Measham et. al. | 2010 | UK | 2 | 36-38 | Semi-structured interviews with mephedrone users | Mephedrone | - |
| 5 | Sheridan & Butler | 2010 | NZ | 58 | 17-23 | Semi structured interviews with self-selecting BZP users | Benzylpiperazine (BZP) | - |
| 6 | Winstock et. al. | 2010 | UK | 2,295 | 18-27 | Survey of self-nominating non-treatment drug users | Mephedrone | 41.3 |
| 7 | Carhart-Harris & Nutt | 2011 | UK | 1,506 | 10-73 | Online survey of mephedrone users | Mephedrone | - |
| 8 | Castellanos et. al. | 2011 | USA | 11 | Mean=17.3 | Analysis of patient records for synthetic cannabis users | Synthetic cannabinoids | - |
| 9 | Corazza et. al. | 2011 | INT | 203 | - | Analysis of drug-related websites and user forums | Bromo-Dragonfly | - |
| 10 | Every-Palmer | 2011 | NZ | 15 | Mean=17.3 | Interviews with rehabilitation centre patients with history of Psychotic illness | Synthetic cannabinoids | 87 |
| 11 | Kelleher et al. (NACD) | 2011 | IRL | 329 | 16-58 | Online survey of non-treatment ‘legal high’ users | Legal highs | - |
| 12 | McElrath & Van Hout | 2011 | NI &  IRL | 45 | 18-51 | Semi-structured interviews with Mephedrone users | Mephedrone | - |
| 13 | Botescu | 2012 | ROM | 73 | Target age  10-24 | Interviews with health, social work, law and entertainment industry Professionals | Legal Highs | - |
| 14 | Vandrey et. al. | 2012 | INT | 168 | 18+ | Online survey of users of synthetic cannabinoids | Synthetic cannabinoids | - |
| 15 | Van Hout & Brennan | 2012 | NI &  IRL | 22 | 18-35 | Interviews with Pre-ban mephedrone users | Mephedrone | 45.5 |
| 16 | Barratt et al | 2013 | AUS | 316 | 23-34 | Online survey of synthetic cannabinoid users | Synthetic Cannabinoids | - |
| 17 | Barnard et. al. | 2014 | UK | Survey = 1,172  Interview = 47 | Mean =32 | Web based survey and interviews with NPS users and service providers | Legal Highs | - |
| 18 | Bonar et. al. | 2014 | USA | 396 | Mean=34.8 | Survey of patients in treatment for substance abuse | Synthetic cannabinoids | 38 |
| 19 | Corazza et .al. | 2014 | UK | 446 | 13-30 | Online survey of British students | Legal Highs | 31.4 |
| 20 | Van Hout | 2014 | INT | 11 | - | Analysis of drug-related websites and user forums | 4-MEC | - |
| 21 | Besli et. al. | 2015 | TUR | 16 | Mean=15.4 | Analysis of patient records diagnosed with synthetic cannabinoid intoxication | Synthetic cannabinoids | - |
| 22 | National Assembly for Wales | 2015 | WAL | - | 16-25 | Focus groups of homeless and at risk of being homeless and young people from diverse backgrounds | Legal highs | - |

## Table A-4. Number of deaths in England and Wales for selected substances

**2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017**

Drug misuse 1809 2004 1976 1903 1737 1636 1957 2248 2479 2596 2503

Heroin/morphine 829 897 880 791 596 579 765 952 1201 1209 1164

Cocaine 196 235 202 144 112 139 169 247 320 371 432

NPS 9 25 26 22 31 55 63 82 114 123 61

Amphetamine 97 99 76 56 62 97 120 151 157 161 150

MDMA/Ecstasy 47 44 27 8 13 31 43 50 57 63 56

Cannabis 12 19 22 11 7 14 11 28 21 24 29

Source: ONS (2017)

# Appendix B In support of Chapter 6 (Study 1)

## Study 1 Focus Group Documents

**PARTICIPANT INFORMATION SHEET**

**The University of Sheffield**Department of PsychologyHead of Department Professor P. OvertonPsychology BuildingWestern BankSheffieldS10 2TP

Tel: 0114 222 6520 **Date:**

**Research Project Title:** Young people’s beliefs about ‘Legal Highs’.

**Researcher:** Emily Gagnon, Postgraduate Researcher, University of Sheffield.

**Invitation to take part in a research project**You are invited to take part in research investigating young people’s beliefs about ‘Legal Highs’ (also known as Novel Psychoactive Substances, or NPS). It is up to you to decide whether or not to take part. Before making this choice please read the following information carefully. If there is anything that is unclear or if you would like more information, please contact the researcher (contact details are at the end of this sheet).

**What is the project’s purpose?**We want to understand why young people use or abstain from using Legal Highs. It is hoped that the project could provide useful information to inform community, healthcare and education services as well as young people themselves.

**Do I have to take part?**Participation in the research is voluntary. You do not have to take part take part and choosing not to will not affect membership of your community group in any way. If you decide to take part, you will be given this information sheet to keep and asked to sign a consent form. After signing the consent form, you are still free to withdraw from the study at any time without explanation. We will not use any information we have collected from you if you ask us not to.

**What will happen to me if I take part?**There will be a series of focus groups (two or three sessions). The focus groups will each be an hour long and will be held at your usual community group venue during the normal meeting hours of your group. You will be asked about why you believe issues around Legal Highs are important to tackle and what you believe motivates young people to use, or not use, Legal Highs. You will be expected to take part in a group discussion in response to the questions asked. You have the right to omit or refuse to answer or respond to any question that is asked of you. Before taking part in the discussions you will be asked to complete a consent form and a questionnaire covering general background information.

**Will my information be kept confidential?**All focus group members will sign the consent form to show agreement that they will not discuss any personal or sensitive information revealed during the session with anyone outside the room. If you do not want to share your response to a questions within the group setting you can ask to have a short one-to-one session with the researcher in a private room. All the information we collect about you will be kept strictly confidential. You will remain anonymous and no identifying information will be linked to you or your comments and you will not be identifiable in any reports or publications. I will not have access to any of your personal or medical records. Your name will not be recorded on the questionnaires and **no personal information will be disclosed to other parties** (this includes the police, your GP, parents, guardian and other services or professionals). The only exception to these terms would be if you reveal any information that indicates you pose a danger to yourself or plan to seriously harm another person. In such circumstances a member of the Sheffield Futures Young Peoples Inclusion team will be immediately notified of the risk.

**Will I be recorded, and how will the recordings be stored?**The sessions will be recorded but you can ask for your comments to be removed at any time up until the results of the study are published. All audio recordings will be stored on password protected computers and will be seen only by researchers at the University of Sheffield. No one else will be allowed access without your written permission.

**What are the possible disadvantages of taking part?**Taking part in this study should not harm you in any way. It could be that you feel distressed or uncomfortable talking about drug related issues. You will be provided with information about drug use and where to go for more information. If you need any further support dealing with issues brought up by the discussion you will be directed to an appropriately trained professional. If you have any concerns about the research project, please contact the project supervisors Professor Paul Norman or Dr Jilly Martin (contact details are at the end of this sheet).

**What are the possible benefits of taking part?**It is hoped that this work will contribute to our knowledge of young people’s use of Legal Highs and be a positive experience for you.

**Can I see the results of the research project?**If you want to be sent a summary of the findings when the study has been completed please add your email address to the list provided for this purpose. Your email address will not be linked to your data, passed on to any other parties or used for any other purpose.

**Who has ethically reviewed the project?**This study was approved by the Department of Psychology Research Ethics Committee, University of Sheffield.

**Contacts**If you have further questions regarding this study, please feel free to contact the researcher:

Emily Gagnon: [ecgagnon1@sheffield.ac.uk](mailto:ecgagnon1@sheffield.ac.uk) or the research projects supervisors:

Professor Paul Norman or Dr Jilly Martin   
Department of Psychology   
University of Sheffield   
Western Bank   
Sheffield   
S10 2TN

Tel: 0114 222 6505 Tel: 0114 222 6513

Email: [p.norman@sheffield.ac.uk](mailto:p.norman@sheffield.ac.uk) Email: [jilly.martin@sheffield.ac.uk](mailto:jilly.martin@sheffield.ac.uk)

Please keep a copy of this information sheet and a signed consent form for your records.

**WHAT ARE LEGAL HIGHS?**

**Legal Highs**Legal highs are the common name for Novel Psychoactive Substances. These are chemical substances that are sold legally but produce the same, or similar effects, to illegal drugs such as cannabis, cocaine, ecstasy and heroin. They are psychoactive which means they have mood-altering properties and can act as stimulants, sedatives, hallucinogens and psychedelics.

**The risks of legal highs**Although Legal Highs are sold as legal substances, this does not mean that they have been tested or approved for people to use. Hundreds of substances are sold as Legal Highs with new chemicals arriving on the market every week. The large number of drugs and speed they change means there is not enough research about them to know how strong they are, the risks of taking them, or what happens when they are used with other substances or alcohol. To find out more about the latest news on legal highs, go to the FRANK website: http://www.talktofrank.com/latest.

**When and where to get medical help**If anyone has a serious negative reaction soon after taking a legal high or experiences problems that do not ease with fresh air and water, they should get medical help immediately at the nearest Hospital by going to the accident and emergency (A&E) department. If health problems continue for a while after taking the drugs, they should go to their GP. For further advice to help decide whether to go to a GP, call the FRANK drugs helpline on 0300 123 6600 or NHS 111.

**PARTICIPANT CONSENT FORM**

**The University of Sheffield**Department of PsychologyHead of Department Professor P. OvertonPsychology BuildingWestern BankSheffieldS10 2TPTel: 0114 222 6520

**Young people’s beliefs about ‘Legal Highs’**

A series of focus groups investigating young people’s beliefs about the use, and non-use, of Legal Highs.

By signing below, you are agreeing that:

(1) you have read and understood the Participant Information Sheet,   
(2) questions about your participation in this study have been answered satisfactorily,   
(3) you are aware of the potential risks (if any), and   
(4) you are taking part in this research study voluntarily (without coercion).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant’s Name (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person obtaining consent (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of person obtaining consent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Community Group Manager (Printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Community Group Manager

Date:

**BACKGROUND INFORMATION QUESTIONNAIRE**

**☐** Male **☐** Female

Age in years

First half of your postcode (e.g. S10 2TP = S10)

*Please tick the words that describe you best:*

**☐** Student **☐** Unemployed **☐** In full-time employment

**☐** In training **☐** Other **☐** In part-time employment

**Have you ever taken any of the following?**

*Please tick the boxes that describe you best:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| **Illegal drugs** |  |  |  |  |
| **Legal Highs** |  |  |  |  |
| **Recreational drugs of unknown status** |  |  |  |  |

**Do you personally know people who have taken any of the following?***Please tick the boxes that describe you best:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| **Illegal drugs** |  |  |  |  |
| **Legal Highs** |  |  |  |  |
| **Recreational drugs of unknown status** |  |  |  |  |

**FOCUS GROUP QUESTIONS**

**Session 1:**

**General context:**

Why is the issue of Legal Highs important to you/young people?

Prompt: Why is it an important issue to look at? What is it about Legal Highs that makes it an important issue to tackle? Why is it more important than other things?

**Reasons for taking Legal Highs [Advantages and disadvantages]:**

What are the main reasons for why young people take Legal Highs?

Prompt: Why do they do it?

What are the advantages or positive things about taking Legal Highs?

Prompt: What’s good about it? What would be enjoyable about it? Why?

What are the disadvantages or negative things about taking Legal Highs?

Prompt: What’s bad about it? What would be unenjoyable about it? Why?

**Reasons for taking Legal Highs [Control factors]:**

What are things that make it more likely that young people take Legal Highs?

Prompts: What would make it easier/more likely to happen? Why?

What are things that make it less likely that young people take Legal Highs?

Prompts: What would make it more difficult/less likely to happen? Why?

**Reasons for taking Legal Highs [Social factors]:**

Who would approve of young people (or a young person) taking Legal Highs?

Prompts: Who would think it is a good idea? Why?

Who would disapprove of young people (or a young person) taking Legal Highs?

Prompts: Who would think it is a bad idea? Why?

What is your view of the typical young person who takes Legal Highs?

Prompts: How would you describe them? Who are they/what are they like?

Is it a positive or negative view?

**End of Session:**

Any final comments or issues we haven’t covered??

**Session 2:**

**Reasons for not taking Legal Highs [Advantages and disadvantages]:**

What are the main reasons for young people deciding not to take Legal Highs?

Prompt: Why do/would they do decide not to?

What are the advantages or positive things about not taking Legal Highs?

Prompt: What’s good about it? What would be enjoyable about it? Why?

What are the disadvantages or negative things about not taking Legal Highs?

Prompt: What’s bad about it? What would be unenjoyable about it? Why?

**Reasons for not taking Legal Highs [Control factors]:**

What are things that make it more likely that young people decide not to take Legal Highs?

Prompts: What would make it easier/more likely to happen? Why?

What are things that make it less likely that young people not to take Legal Highs?

Prompts: What would make it more difficult/less likely to happen? Why?

**Reasons for not taking Legal Highs [Social factors]:**

Who would approve of young people (or a young person) not taking Legal Highs?

Prompts: Who would think it is a good idea? Why?

Who would disapprove of young people (or a young person) not taking Legal Highs?

Prompts: Who would think it is a bad idea? Why?

What is your view of the typical young person who does not take Legal Highs?

Prompts: How would you describe them? Who are they/what are they like?

Is it a positive or negative view?

**End of Session:**

Any final comments or issues we haven’t covered?

## Table B-1. Study 1: Young people’s expressed reasons for taking legal highs (NPS)

|  |  |  |
| --- | --- | --- |
| **Global theme**  *Organising theme* | | Basic theme |
| **Accessibility** | |  |
|  | *Sold in shops* | Sold in shops/ newsagents/ corner shop; shops target underage kids; easy for kids to use shops; shops near schools; buy online / on the internet / on ebay; sent in post; shops profit from them; shops get away with it |
|  | *Easy to get* | Easy/ easier to get; easily available; easy to access; easier option; kids know where to go; easier than going to dealer; you can just pick them up; no age limit |
|  | *Cheap* | Legal highs are cheap/ cheaper; low cost; only cost x amount; people can have a cheaper night out; save money; making them more expensive would help; because of the price; get them on tab |
|  | *Sold by dealers* | Dealers sell them; dealers approve of them; dealers make money from them; you can get them on the black market |

|  |  |  |
| --- | --- | --- |
| **Legal status** | |  |
|  | *Because they are legal* | Legal status encourages use; because they are legal; they’re legal; because they are called legal; legal means ok/ fine/ alright to use; if they were illegal people won’t use them; people use them because they don’t want to do illegal drugs; they’re not drugs because they are legal; |
|  | *Legal status doesn't matter* | Legal status irrelevant/ doesn’t matter; people don’t care about legal status; people will use them anyway; making them illegal won’t stop people using them; legal/illegal it’s the same |
| **Authority** | |  |
|  | *Won't get into trouble* | Won’t get caught; won’t get in trouble; won’t get bollocked; won’t get done by coppers / the law; won’t get a criminal record; no consequences with authorities; there’s no come back from taking them; can take them places and not get kicked out |
|  | *Rebel / do what you want* | To rebel; being rebellious; doing something taboo; reacting against strict parents / authorities; telling young people not to take them will more likely to take them; don’t tell people not to take them; if you tell them not to do it they’ll want to try it; don’t just say drugs are bad; |
|  | *Parent's approve of use* | Parents approve of use; parents don’t mind drugs; parents can’t say anything if they are legal; parents think legal is ok; some parents are liberal; drug using parents encourage use |
|  | *Government approves* | Government profits from sales of legal highs; Government wants the tax money; products are approved by Government |
| **Pleasant / unpleasant effects** | | |
|  | *Get high* | Get high; for the buzz; don’t want to miss out on the high |
|  | *People enjoy it* | Enjoy; have fun; for a laugh; excitement; don’t want to miss out on having fun |
| **Social reasons** | |  |
|  | *Friends approval* | Friends approve; friends want others to do it; to impress friends; show off; look cool; peer pressure; teasing |
|  | *Normal / acceptable to use* | Everyone does it; it’s acceptable; it’s normal; it’s a social norm; ingrained in society; friends all do it; follow a trend |
| **Identity** | |  |
|  | *Users are from good backgrounds* | Students take legal highs; A\*/ top set students most likely to use them; good kids do them; people from good backgrounds are more likely to take them; wealthy / well off people take them; rich kids can afford them; study groups use them; nerds take them; medical students take them |
|  | *Non-users are straight* | Non-users are prim/ proper/ boffins / scared; won’t touch anything but water; won’t have a drink |
|  | *Anyone can be a user* | No typical user; anyone might use them; no stereotypes; you can’t describe a user; they can be from any background |
| **Curiosity** | |  |
|  | *Curiosity* | Curiosity; just have to try them; must experience it for themselves; curious personality |
|  | *Awareness encourages use* | Talking about legal highs encourages people to use them; makes people curious; raising awareness/ education could encourage use |
|  | *Appealing marketing* | Enticing; attractive packaging or names; sold like sweets; eye catching; colourful; look like condom packets |
| **Safety / risk perception** | |  |
|  | *Lack of awareness / education* | Lack of risk awareness; lack of education; don’t know about risks; issue too new; too recent; low media profile; issue not addressed by authorities; swept under the carpet; people don’t realise; they don’t know anything about them; need more awareness; people aren’t educated about them; it’s not taught in school; people need to be educated; education isn’t good enough; we didn’t have lessons at school |
|  | *Safe to use* | Safe to use; not bad for you; won’t hurt you; legal means safe |
|  | *Risk denial / try another* | Young people feel invincible; don’t think bad things will happen to them; don’t care about their health or mental health; if they have a bad reaction to one, they just try another; people know the risks but do it anyway |
| **Coping** | |  |
|  | *Coping / escapism* | To get away from or escape normal life or problems; people use because of stress; to relieve stress / boredom / loneliness; as a coping mechanism; to forget |
|  | *Tough life / vulnerable* | Vulnerable people more likely to use them; people with mental health issues more susceptible; user’s lives must be hard; users are screwed up; users are struggling / in a bad place; users lives have lack of structure / unsupported / lacking support system |
|  | *Addiction* | People use because they are addicted; legal highs are addictive; craving; addictive personality |
| **Substitution** | |  |
|  | *Traditional drugs hard to get* | Illicit drugs hard to get; don’t know dealers; no connections |
|  | *Don't want to do illicit drugs* | People use them because they don’t want to use illicit drugs; |
|  | *Safer than traditional drugs* | Legal highs are safer than illicit drugs |
|  | *Better high than illicit* | Better effects; preferred to traditional, classic or illicit drugs |
|  | *Cheaper than illicit drugs* | Legal highs are cheaper than illicit drugs |
|  |  |  |

## Table B-2. Study 1: Young people’s expressed reasons for not taking legal highs (NPS)

|  |  |  |  |
| --- | --- | --- | --- |
| **Global theme**  *Organising theme* | | Basic theme | |
| **Safety / risk perception** | |  |
|  | *Risk aware / educated* | Teach consequences; let people be informed; raise awareness; educate people on the risks; education is important; see bad things in the news, papers, videos, documentaries |
|  | *Lack of regulation /  Dangerous ingredients* | Sellers get away with dangerous ingredients; ingredients are mislabelled; when they are banned the chemicals change; get stronger; more dangerous; banning legal highs drives production of more; banned chemicals replaced; ingredients are dangerous; bad chemicals; inconsistent; mixed; poisonous |
|  | *Risks unknown* | No research; no treatment; risks not known; the unknowns are off putting; don’t know what will happen; what’s in them |
|  | *Dangerous / deadly* | Legal highs can kill; people can die; have died; stay alive by not taking them; very scary/ sacred |
|  | *Make you lose control* | Strong drugs; very strong; too strong; users lose control; are out of their minds; off their tits; unable to function; in a state; panic attacks; psychiatric care; screws people up |
|  | *Harmful* | They make you ill; sick; cause seizures; are bad for your health; nose bleeds |
| **Substitution** | |  |
|  | *Legal highs more dangerous* | Legal highs are more dangerous/worse than illicit drugs; illicit drugs are safer |
|  | *Illicit drugs more exciting* | Illicit status makes taking drugs more exciting/ enjoyable |
| **Pleasant/unpleasant effects** | |  |
|  | *Unpleasant effects* | Awful; horrible; unpleasant; not nice; smells bad; don’t understand why people want to get high; looks unenjoyable |
|  | *Bad experience* | You can have a bad trip; bad experience; seeing other people’s bad experiences; friend’s bad trip |
|  | *Illicit drugs more exciting* | Illicit status makes taking drugs more exciting/ enjoyable |
| **Authority** | |  |
|  | *Free to choose not to* | If I don’t want to take them I won’t regardless |
|  | *Parents disapproval* | Parents disapprove of use; carers disapprove of use; approve of non-use; brought up against drugs |
|  | *Authority figures disapprove* | People in authority disapprove; the government disapproves; youth workers, teachers, doctors, psychologists disapprove of use |
| **Social reasons** | |  |
|  | *Peer approval* | Friends/peers approve of non-use |
|  | *Unacceptable* | People look down on them; socially unacceptable |
| **Identity** | |  |
|  | *Non-users are clued up* | Non-users are clued up; wise; bright |
|  | *Homeless people* | Users are homeless people; street drinkers; trampy |
|  | *Underage kids* | Users are underage kids; the younger generation; 12-year olds |
| **Accessibility** | |  |
|  | *Save money* | Save money by not using them; won’t be wasting money |

# Appendix C In support of Chapter 7 (Study 2)

## Study 2 Focus Group Documents

[This page intentionally blank]

**PARTICIPANT CONSENT FORM**

**The University of Sheffield**

Department of Psychology

Head of Department Professor G. Waller

Floor D

Cathedral Court  
1 Vicar Lane

Sheffield

S1 2LT

**Young people’s beliefs about former ‘legal highs’ or novel psychoactive substances.**

A focus group investigating young people’s beliefs about the use, and non-use, of novel psychoactive substances formally known as ‘legal highs’.

By signing below, you are agreeing that:

(1) you have read and understood the Participant Information Sheet,

(2) questions about your participation in this study have been answered to your satisfaction,

(3) you are aware of the risks you might face when taking part, and

(4) you are taking part in this research study voluntarily (without being pressured by anyone).

Date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and Signature of community group manager (if young person is under 18)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Researcher: EMILY GAGNON

****  **The University of Sheffield**

Department of Psychology

HoD Professor G. Waller

Cathedral Court, Floor D  
1 Vicar Lane

Sheffield  
S1 2LT

**Participant information sheet** Tel: 0114 222 6520

**Research Project Title:** Young people’s beliefs about ‘legal highs’ (novel psychoactive substances).

**Researcher:** Emily Gagnon, Postgraduate Researcher, University of Sheffield.

**Invitation to take part in a research project**

You are invited to take part in a research project. Before choosing to take part, it is important to understand why the research is being done and what it will involve. Please read this information carefully and discuss it with others if you wish. If there is anything that is unclear or if you would like more information, please ask the researcher. Take time to decide whether or not you wish to take part. Thank you for reading this.

**What is the project’s purpose?**

We want to understand why young people use or do not use novel psychoactive substances. The project aims to provide useful information for communities, healthcare and education as well as young people themselves.

**Do I have to take part?**

It is up to you to decide whether or not to take part. If you decide to take part, you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without any negative consequences. You do not have to give a reason. We will not use something you have said if you ask us not to. After the session it will no longer be possible to withdraw your responses, as all data will be anonymous.

**What will happen to me if I take part?**

There will be a focus group lasting up to an hour at your usual community group session. You will be asked about what you think motivates young people to use, or not use, former legal highs and which motives might be in conflict. You will be expected to take part in a group discussion in response to the questions asked. You do not have to answer any question if you do not want to. Before the group discussion you will be asked to complete a consent form and a short questionnaire asking for some background information.

**Will my information be kept confidential?**

Everyone taking part will sign a consent form agreeing not to discuss any personal or sensitive information revealed during the session with anyone outside the room. All the information we collect about you will anonymous and kept strictly confidential. No identifying information will be linked to you or your comments and you will not be identifiable in any reports or publications. The information you give us will only be shared with other authorised researchers and made available to approved users of a secure data archive. We will not have access to any of your personal or medical records. **No personal information will be disclosed to other people** (this includes the police, your GP, parents, guardian and other services or professionals). The only exception would be if you say that you might seriously harm yourself or another person. If this happens a member of your community group management team will be immediately told about the risk.

**Will I be recorded, and how will the recordings be stored?**

The sessions will be recorded. The audio recordings of your discussion made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. All audio recordings will be stored on password protected computers and will be accessed only by researchers at the University of Sheffield.

**What are the possible disadvantages of taking part?**

Taking part in this study should not harm you in any way. It could be that you feel distressed or uncomfortable talking about drug related issues. You will be provided with information about drug use and where to go for more information. If you need any further support dealing with issues brought up by the discussion you will be directed to an appropriately trained professional. If you have any concerns about the research project, please contact the project supervisor Professor Paul Norman (contact details are at the end of this sheet).

**What are the possible benefits of taking part?**

It is hoped that this work will contribute to our knowledge of young people’s use of novel psychoactive substances and be a positive experience for you.

**Can I see the results of the research project?**

If you want to be sent a summary of the findings when the study has been completed please add your email address to the list provided for this purpose. Your email address will not be linked to your data, passed on to any other parties or used for any other purpose.

**Who has ethically reviewed the project?**

This study was approved by the Department of Psychology Research Ethics Committee, University of Sheffield.

**Contacts**

If you have further questions regarding this study, please feel free to contact the researcher:

Emily Gagnon: [ecgagnon1@sheffield.ac.uk](mailto:ecgagnon1@sheffield.ac.uk)

Or the research projects supervisor:

Professor Paul Norman

Department of Psychology

University of Sheffield

Floor D

Cathedral Court  
1 Vicar Lane

Sheffield

S1 2LT

Tel: 0114 222 6505 Tel: 0114 222 6513

Email: [p.norman@sheffield.ac.uk](mailto:p.norman@sheffield.ac.uk)

Please keep a copy of this information sheet.

**WHAT ARE NOVEL PSYCHOACTIVE SUBSTANCES?**

**Novel psychoactive substances or former ‘legal highs’**

Legal highs are the common name for Novel Psychoactive Substances. These are chemical substances that until recently could be sold legally. They produce the same, or similar effects, to traditional illegal drugs such as cannabis, cocaine, ecstasy and heroin. They are psychoactive which means they have mood-altering properties and can act as stimulants, sedatives, hallucinogens and psychedelics. Since May 2016 they have been banned, which means it is now illegal to sell them, but apart from a few exceptions it is not illegal to possess them for personal use.

**The risks of NPS**

There are hundreds of NPS, and new chemicals being created every week. This makes it very difficult for them to be tested for safety. However, reports of people hospitalised after taking NPS indicate that the harms of NPS are more severe than cannabis, cocaine or ecstasy. To find out more about the latest news on NPS, go to the FRANK website: http://www.talktofrank.com/latest.

**When and where to get medical help**

If anyone has a bad reaction soon after taking drugs or experiences problems that do not get better with fresh air and water, they should get medical help immediately at the nearest Hospital by going to the Accident and Emergency (A&E) department. If health problems continue for a while after taking the drugs, they should go to their GP. For further advice to help decide whether to go to a GP, call the FRANK drugs helpline on 0300 123 6600 or NHS 111.

**Appendix 3 BACKGROUND INFORMATION QUESTIONNAIRE**

Age in years

Which gender do you most identify with?

Which ethnicity do you most identify with?

First half of your postcode (e.g. S10 2TP = S10)

*Please tick the words that describe you best:*

**☐** Student **☐** Unemployed **☐** In full-time employment

**☐** In training **☐** Other **☐** In part-time employment

**Before today, had you heard about legal highs?** (or any of the other terms used for them in the information sheet)

**☐** Yes **☐** No **☐** Not sure

**Before today, were you aware that legal highs are now banned?**

**☐** Yes **☐** No **☐** Not sure

The following questions are about drugs taken with the aim of experiencing their psychoactive (mood altering) effects. This does not include drugs taken for medical reasons.

**Have you ever taken any of the following?** *Please tick the boxes that describe you best:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| Any drug you believed to be illegal at the time  (not including ‘legal highs’ after the ban) |  |  |  |  |
| Any ‘legal highs’ before the ban (May 2016) |  |  |  |  |
| Any ‘legal highs’ after the ban (May 2016) |  |  |  |  |

|  |
| --- |
| Any additional comments: |

**Do you personally know people who have taken any of the following?** *Please tick the boxes that best fit:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| Any illegal drug  (not including ‘legal highs’ after the ban) |  |  |  |  |
| Any ‘legal high’ before the ban (May 2016) |  |  |  |  |
| Any ‘legal high’ after the ban (May 2016) |  |  |  |  |

|  |
| --- |
| Any additional comments: |

**FOCUS GROUP QUESTIONS**

**General context and changes since the ban in May 2016:**

1. Why is the issue of former ‘legal highs’ important to you/young people?

Why is it an important issue to tackle?

1. Do you think the ban has affected the way young people think about former ‘legal highs’?

Do they understand what it means? Has it changed their attitudes or behaviour?

1. Do you think the ban has changed which drugs young people take?

Which drugs are most popular? Which drugs cause the most concern?

1. Since the ban do you think more, or less, young people are taking NPS?
2. Do you think the ban has affected the way young people think about NPS?

How have perceptions changed? Why might attitudes have changed?

**Reasons for taking NPS [advantages and disadvantages]:**

1. What are the main reasons that young people take NPS?

Why do they do it?

1. Can you think of any other positive things about taking NPS?

What’s good about it? What would be enjoyable about it? Why?

1. And what about the negative things about taking NPS?

What’s bad about it? What would be unenjoyable about it? Why?

1. What about times when young people decide not take NPS?

What are the main reasons they might decide not to?

1. Are there any other positive things about not taking NPS?

What would be good about it? What would be enjoyable about it? Why?

1. Can you think of any other negative things about not taking NPS?

What would be bad about it? What would be unenjoyable about it? Why?

**Reasons for smoking synthetic cannabis [control factors]:**

1. What things do you think make it more likely that young people would take NPS?   
   What would make it easier? Why?
2. And what things might make it less likely that young people take NPS?

What would make it more difficult? Why?

**Reasons for smoking synthetic cannabis [Social factors]:**

1. Who might approve of young people taking NPS?

Who would think it is a good idea? Why?

1. And who might disapprove of young people taking NPS?

Who would think it is a bad idea? Why?

1. What is your view of the typical young person who takes NPS?

How would you describe them? Who are they/what are they like? Is it a positive or negative view?

1. What is your view of the typical young person who does not take NPS?
2. How would you describe them? Who are they/what are they like? Is it a positive or negative view?
3. Any final comments or issues we haven’t covered?

[This page intentionally blank]

# Appendix D In support of Chapter 8 (Study 3)

## Study 3 Focus Group Documents

[This page intentionally blank]

 **Consent Form**

**Motivational conflict in decisions about use of novel psychoactive substances**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Please tick to show you have read and understood what you are agreeing to*** | | |  |
| I have read the project information sheet and the project has been fully explained to me. | | |  |
| I have been given the chance to ask questions about the project. | | |  |
| I agree to take part in the project by filling in a short questionnaire and taking part in a recorded group discussion. | | |  |
| I understand that taking part is voluntary and I can leave the study any time before the session ends. | | |  |
| I agree not to discuss any personal or sensitive information said during the session with anyone outside the room. | | |  |
| I understand that my name will not be connected with my data and nothing personal about me will be shared with people outside the project. | | |  |
| I understand and agree that what I say may be quoted in materials created by the researchers and I understand that I will not be named in these materials. | | |  |
| I understand and agree that other researchers will only have access to an anonymous version of this data. | | |  |
| I give permission for the information that I provide to be stored in the UK Data Service system,so it can be used for future research and learning. | | |  |
| I agree to give the copyright I have for any materials created as part of this project to The University of Sheffield. | | |  |
| Name of participant [printed] | Signature | Date | | |
| Name of Researcher [printed] | Signature | Date | | |

**Project contact details for further information:**

Lead researcher: Emily Gagnon: ([ecgagnon1@sheffield.ac.uk](mailto:ecgagnon1@sheffield.ac.uk)) Department of Psychology  
Project supervisors: Professor Paul Norman ([p.norman@sheffield.ac.uk](mailto:p.norman@sheffield.ac.uk)) University of Sheffield   
 Dr Fuschia Sirois ([f.sirois@sheffield.ac.uk](mailto:f.sirois@sheffield.ac.uk)) Cathedral Court, Floor D  
 Dr Jilly Martin ([jilly.martin@sheffield.ac.uk](mailto:jilly.martin@sheffield.ac.uk)) 1 Vicar Lane  
Head of Department: Glen Waller ([g.waller@sheffield.ac.uk](mailto:g.waller@sheffield.ac.uk)) Sheffield  
 S12LT

**PARTICIPANT INFORMATION SHEET**

**Do I have to take part?**

No. It is your choice to take part of you want to. If you do, you will be asked to sign the consent form. You can withdraw at any time. You do not have to give a reason. We will not use something you have said if you ask us not to. If you want to leave before the end, we will use what you have already said unless you ask us not to. But please remember that after the session you won’t be able to withdraw your responses, as all data will be anonymous.

**What will happen to me if I take part?**

You will be asked to complete a short confidential questionnaire asking for some background information. Then the researcher will ask the group some questions and there will be a group discussion. You do not have to answer any question if you do not want to.

**Will my information be kept confidential?**

Everyone taking part will sign a consent form agreeing not to discuss any personal or sensitive information shared during the session with anyone outside the room. All information collected will be anonymous and kept strictly confidential. Nothing will connect you to your questionnaire or what you say in the group discussion, and you will not be identified in anything we write or publish. The only exception to confidentially would be if you say you might seriously harm yourself or another person. If this happens a member of your group management team will be immediately informed.

**What are the possible disadvantages of taking part?**Taking part in this study should not harm you in any way. If you feel distressed or want more information about anything we have discussed, please let the researcher or a member of staff know.   
 **What are the possible benefits of taking part?**  
You will receive a £10 gift voucher as a thank you for taking part.  **Will I be recorded, and how will the recordings be stored?**The group discussion will be recorded. Recordings will be stored securely on a University computer. Recordings will only be used for analysis and will be destroyed once they have been written as text.   
  
**What will happen to the data collected, and the results of the research project?**All data will be stored in a safe place at the University of Sheffield and the original data documents destroyed when the project is finished. The anonymous data from the project may be shared with other researchers in a secure data archive which only approved researchers are allowed to use.

**Who has ethically reviewed the project?**This project has been ethically approved by the University of Sheffield Psychology Department.   
   
**What if something goes wrong and I wish to complain about the research?**If you want to make a complaint please talk to your group facilitator or contact the project supervisor Professor Paul Norman. If you are still not happy, please contact the Head of Department.  
  
**Project contact details for further information:**

**Department of Psychology**  
University of Sheffield  
Cathedral Court, Floor D   
1 Vicar Lane  
Sheffield  
S1 2LT

**Department of Psychology**  
University of Sheffield  
Cathedral Court, Floor D   
1 Vicar Lane

Sheffield  
S1 2LT

Lead researcher: Emily Gagnon: ([ecgagnon1@sheffield.ac.uk](mailto:ecgagnon1@sheffield.ac.uk))   
Project supervisors: Professor Paul Norman ([p.norman@sheffield.ac.uk](mailto:p.norman@sheffield.ac.uk))  
 Dr Fuschia Sirois ([f.sirois@sheffield.ac.uk](mailto:f.sirois@sheffield.ac.uk))   
 Dr Jilly Martin ([jilly.martin@sheffield.ac.uk](mailto:jilly.martin@sheffield.ac.uk))   
Head of Department: Glen Waller ([g.waller@sheffield.ac.uk](mailto:g.waller@sheffield.ac.uk))

**WHAT ARE NOVEL PSYCHOACTIVE SUBSTANCES?**

**Novel psychoactive substances or former ‘legal highs’**

Legal highs are the common name for Novel Psychoactive Substances. These are chemical substances that until recently could be sold legally. They produce the same, or similar effects, to traditional illegal drugs such as cannabis, cocaine, ecstasy and heroin. They are psychoactive which means they have mood-altering properties and can act as stimulants, sedatives, hallucinogens and psychedelics. Since May 2016 they have been banned, which means it is now illegal to sell them, but apart from a few exceptions it is not illegal to possess them for personal use.

**The risks of NPS**

There are hundreds of NPS, and new chemicals being created every week. This makes it very difficult for them to be tested for safety. However, reports of people hospitalised after taking NPS indicate that the harms of NPS are more severe than cannabis, cocaine or ecstasy. To find out more about the latest news on NPS, go to the FRANK website: http://www.talktofrank.com/latest.

**When and where to get medical help**

If anyone has a bad reaction soon after taking drugs or experiences problems that do not get better with fresh air and water, they should get medical help immediately at the nearest Hospital by going to the Accident and Emergency (A&E) department. If health problems continue for a while after taking the drugs, they should go to their GP. For further advice to help decide whether to go to a GP, call the FRANK drugs helpline on 0300 123 6600 or NHS 111.

**COMMUNITY GROUP MANAGER INFORMATION SHEET**

**Motivational conflict in young people's decisions about novel psychoactive substances**

**Information sheet for session introduction**This information will make up part of the introduction to the session, delivered verbally by the researcher prior to young people being given time to read their participant information sheet.

**Invitation to take part in a research project**

You are invited to take part in a research project. Before choosing to take part, it is important to understand why the research is being done and what it will involve. There will be time to ask questions about the project before you make your decision, if anything is unclear or if you would like more information, please ask the researcher.

**What is the project’s purpose?**

We want to understand the conflicting motives, or dilemmas, young people face when they consider using and not using former legal highs (novel psychoactive substances). The project aims to provide useful information for healthcare and education professionals as well as young people themselves.

**Do you have to take part?**

It is up to you to decide whether or not to take part. If you decide to take part, you will be given an information sheet to read and keep and be asked to sign a consent form. Even after signing the form you can still withdraw at any time and do not have to give a reason. If you wish to have any comments removed, you can ask for a comment to be ignored after it has been said, for example ‘please take what I just said out of the project’, or you can talk to the group facilitator or researcher at the end of the session who will make a note of the comment, so it can be taken out of the project. But, please note that after the session it will no longer be possible to withdraw your responses, as all data will be anonymous.

**What if you do not want to take part?**

You are not expected to take part as part of the community group activities and an alternative activity has been organised by your group facilitator. Not taking part does not affect your right to community group membership in any way.

**What will happen if you take part?**

You will be asked to complete a short questionnaire asking for some background information. A private space is available for filling in the questionnaire. I will then ask the group some questions and we will have a group discussion. You do not have to answer any question if you do not want to.

**Will you get the gift voucher if you don’t say anything?**  
I do hope you feel comfortable joining in with the discussion, but if you find you do not want to answer any of the questions that is fine. You will receive a £10 gift voucher as a thank you for taking part, however much or little you say.

**Will your information be kept confidential?**

Everyone taking part will agree not to discuss any personal or sensitive information revealed during the session with anyone outside the room. All the information we collect about you will be anonymous and kept strictly confidential. No identifying information will be linked to you or your comments and you will not be identifiable in any reports or publications. If you want to know more about how it is kept confidential please ask. We will not have access to any of your personal or medical records. No personal information will be disclosed to other people (this includes the police, your GP, parents, guardian and other services or professionals). The only exception would be if you say that you might seriously harm yourself or another person. If this happens a member of your community group management team will be immediately informed. **Will you be recorded, and how will the recordings be stored?**The sessions will be recorded. The audio recordings will be stored securely and used only for analysis, they will be destroyed once they have been turned into text documents. No one outside the project will be allowed access to the original recordings.

**What will happen to the data collected, and the results of the research project?**All data will be stored in a safe place and the original data documents destroyed when the project is finished. The anonymous data from the project may be shared with other researchers in a secure research data archive which only approved researchers are allowed to use.

**What if you feel uncomfortable or want to leave?**If you feel distressed or want more information about anything we have discussed, please let the researcher or a member of staff know. If you want to leave the discussion before the end, that is fine. Please move away quietly and let your group facilitator know you no longer want to take part. If leave before the end, we will use what you have already said in the project unless you ask us not to.

**What if something goes wrong and you wish to complain about the research?**  
You can talk to your group facilitator about making a complaint or you can contact the University to complain. Information on how to make a complaint is on the information sheet.

**What next?**

Please read the information sheet carefully before discussing it with others if you wish. Take time to decide whether or not you wish to take part. Please keep your information sheet in case you think of something else you want to know later.

**All responses are confidential and anonymous**

Age in years

Which gender do you most identify with?

Which ethnicity do you most identify with?

First half of your postcode (e.g. S10 2TP = S10)

*Please tick the words that describe you best:*

**☐** Student **☐** Unemployed **☐** In full-time employment

**☐** In training **☐** Other **☐** In part-time employment

**Before today, had you heard about legal highs?** (or any of the other terms used for them in the information sheet)

**☐** Yes **☐** No **☐** Not sure

**Before today, were you aware that legal highs are now banned?**

**☐** Yes **☐** No **☐** Not sure

The following questions are about drugs taken with the aim of experiencing their psychoactive (mood altering) effects. This does not include drugs taken for medical reasons.

**Have you ever taken any of the following?** *Please tick the boxes that describe you best:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| Any drug you believed to be illegal at the time  (not including ‘legal highs’ after the ban) |  |  |  |  |
| Any ‘legal highs’ before the ban (May 2016) |  |  |  |  |
| Any ‘legal highs’ after the ban (May 2016) |  |  |  |  |

|  |
| --- |
| Any additional comments: |

**Do you personally know people who have taken any of the following?** *Please tick the boxes that best fit:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Not sure** | **Prefer not to say** |
| Any illegal drug  (not including ‘legal highs’ after the ban) |  |  |  |  |
| Any ‘legal high’ before the ban (May 2016) |  |  |  |  |
| Any ‘legal high’ after the ban (May 2016) |  |  |  |  |

|  |
| --- |
| Any additional comments: |

**FOCUS GROUP QUESTIONS**In this group discussion I would like to ask you about the pressures young people experience when they consider taking former legal highs, what are now called novel psychoactive substances or NPS. I am interested in their motives, that is, what makes young people want to take NPS, and what makes them want to not take them. If someone wants to take an NPS, but there are also reasons why they don’t want to, the choice might not be easy, and they might experience conflict. It is this sort of conflict I would like to talk about today. Please imagine what it might be like for you or a friend if you were given an NPS, or, if it’s easier, try to imagine what a typical young person might experience.

**Control questions:**

1. Do young people experience conflict when they think about using NPS?  
    Do they feel conflicted in what they want?
2. Do young people experience conflict when they think about not using NPS?  
    Do they feel conflicted in what they want?

**Using NPS:**

1. What are the main conflicts young people face when they think about using NPS?  
    Which of the things they want might be in conflict?
2. What are the most challenging conflicts for young people thinking about NPS use?

Which conflicts are most difficult?

1. What is most important to young people thinking about NPS use?

What matters most? What do they want most?

1. Which motives or reasons are most likely to encourage NPS use?
2. Which motives, or reasons, are most likely to prevent NPS use?

**Not using NPS:**

1. What are the main conflicts young people face when thinking about not using NPS?  
    Which motives are most in conflict? Do they want things that conflict?
2. What are the most challenging conflicts for young people thinking about not using NPS?

Which conflicts are most difficult?

1. What is most important to young people thinking about not using NPS?

What matters most? What do they want most?

1. Which motives, or reasons, are most likely to encourage NPS use?
2. Which motives, or reasons, are most likely to prevent NPS use?

**Alternative approaches**

1. How can young people be helped to deal differently with the things that make them want to take NPS?
2. How can young people be helped to deal differently with the things that make it harder for them to not use NPS?
3. Any final comments or issues we haven’t covered?

**FOCUS GROUP SORTING TASK/ PROMPTS**

These were the key motives for taking and not taking NPS identified in previous focus groups. These may be used as prompts during the group discussion if needed. If there is time following the open-ended questions the group will be asked to identify which of the motives are in conflict, and which motives have most influence on young people’s intentions and behaviour.

|  |  |  |
| --- | --- | --- |
| **Motivation/Reason** | **Taking NPS** | **Not taking NPS** |
| To stay safe | **✓** |  |
| To avoid harm | **✓** | **✓** |
| To gain pleasure | **✓** |  |
| To avoid unpleasant effects | **✓** | **✓** |
| To cope with negative feelings | **✓** |  |
| To belong / fit in | **✓** |  |
| To gain people’s approval / respect | **✓** | **✓** |
| To avoid people’s disapproval / rejection | **✓** | **✓** |
| To maintain a positive self-image | **✓** | **✓** |
| To avoid a bad self-image | **✓** | **✓** |
| To rebel / defy control | **✓** |  |
| To avoid getting in trouble | **✓** | **✓** |

**AMMENDED FOCUS GROUP QUESTIONS**In this group discussion I would like to ask you about the pressures young people experience when they consider taking former legal highs, what are now called novel psychoactive substances or NPS. I am interested in their motives, that is, what makes young people want to take NPS, and what makes them want to not take them. If someone wants to take an NPS, but there are also reasons why they don’t want to, the choice might not be easy, and they might experience conflict. It is this sort of conflict I would like to talk about today. Please imagine what it might be like for you or a friend if you were given an NPS, or, if it’s easier, try to imagine what a typical young person might experience.

**Control questions:**

1. What motivates young people to take Legal Highs?

What are the reasons they do it?

1. What motivates young people not to take Legal Highs?

What are the reasons they don’t do it?

**Conflict:**

1. Do you think there might be conflict between any of these motivations?

Do they feel conflicted in what they want?

**Priority:**

1. What do you think is most important to young people taking Legal Highs?

What motivations are most important to them?

1. What do you think is most important to young people who don’t take Legal Highs?

What motivations are most important to them?

**Acceptability**

1. What do you think is the best way to help support young people to not take Legal Highs?

What do you think is a good idea? Why

What would be the best way to do that?

Are there any other ways you can think of?

1. What do you think would not work?

What motivations are most important to them?

1. Any final comments or issues we haven’t covered?

## Table D-1. Study 3: Young people’s expressed reasons for taking legal highs (NPS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme** |  | **Belief code** | **FGs** | **Refs** |
| **N** | | |  |  |
| **Accessibility** | **34** | Sold by dealers | 2 | 15 |
|  |  | Cheap | 3 | 11 |
|  |  | Easy to get | 2 | 7 |
|  |  | Sold in shops | 1 | 1 |
| **N** | | |  |  |
|  | | |  |  |
| **Risk perception** | **19** | Risk denial / try another | 3 | 10 |
|  |  | Safe to use | 2 | 6 |
|  |  | Lack of awareness / education | 3 | 3 |
| **N** | | |  |  |
|  | | |  |  |
| **Authority** | **17** | Rebellion / do what you want | 3 | 12 |
|  |  | Parents approve of use | 1 | 5 |
|  |  | Government approves of use✝ | 0 | 0 |
|  |  | Won’t get into trouble✝ | 0 | 0 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Curiosity** | **16** | Curiosity | 2 | 11 |
|  |  | Appealing marketing | 2 | 3 |
|  |  | Awareness encourages use | 2 | 2 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Coping** | **27** | Coping / escapism | 3 | 11 |
|  |  | Tough life / vulnerable | 3 | 4 |
|  |  | Addiction | 2 | 12 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Social influences** | **12** | Friends approval / peer pressure | 3 | 10 |
|  |  | Normal / acceptable to use | 1 | 2 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Legal status** | **13** | Because they are legal | 2 | 6 |
|  |  | Unaware of ban | 2 | 5 |
|  |  | Illicit status is enticing | 1 | 2 |
|  |  | Legal status doesn’t matter✝ | 0 | 0 |
| **N** | | |  |  |
| **N** | | |  |  |

## Table D-1. Study 3: Young people’s expressed reasons for taking legal highs (NPS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme** |  | **Belief code** | **FGs** | **Refs** |
| **Drug effects** | **10** | For the high | 3 | 5 |
|  |  | Enjoyable / fun | 2 | 5 |
|  | | |  |  |
| **N** | | |  |  |
| **Identity** | **6** | Recreational users | 2 | 6 |
|  | | Non-users are straight✝ | 0 | 0 |
|  | | Anyone could be a user✝ | 0 | 0 |
|  | | Users are from good backgrounds✝ | 0 | 0 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Substitution** | **3** | More addictive than traditional\* | 1 | 2 |
|  |  | Cheaper than traditional drugs | 1 | 1 |
|  |  | Safer than traditional drugs✝ | 0 | 0 |
|  |  | Traditional drugs hard to get✝ | 0 | 0 |
|  |  | Better than traditional drugs✝ | 0 | 0 |
|  |  | Don’t want to do illicit drugs✝ | 0 | 0 |
|  | | |  |  |

## Table D-2. Themes and constituent beliefs assessed as discouraging use of NPS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme** |  | **Statements/beliefs** | **FGs** | **Refs** |
| **N** | | |  |  |
| **Risk perception** | **73** | Bad ingredients | 3 | 27 |
|  |  | Media awareness / education | 3 | 24 |
|  |  | Harmful / deadly | 3 | 19 |
|  |  | Lack of regulation | 2 | 3 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Identity** | **51** | Users are homeless people | 3 | 36 |
|  |  | Rich kids use better drugs | 2 | 6 |
|  |  | Users are underage kids | 1 | 2 |
|  |  | Non-users are clued up✝ | 0 | 0 |
|  | | |  |  |
| **N** | | |  |  |
| **Drug effects** | **9** | Bad trip | 2 | 5 |
|  |  | Unpleasant effects | 3 | 4 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Substitution** | **4** | More dangerous than traditional | 1 | 3 |
|  |  | People can afford better drugs | 1 | 1 |
|  |  | Traditional drugs easier to get✝ | 0 | 0 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Accessibility** | **3** | Hard to get | 2 | 2 |
|  |  | Waste of money | 1 | 1 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Legal status** | **3** | Because they are illicit | 2 | 3 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Authority** | **2** | Parents disapprove of use | 1 | 2 |
|  |  | Authority figures disapprove✝ | 0 | 0 |
|  |  | Don’t want to get into trouble✝ | 0 | 0 |
|  |  | Give people an informed choice✝ | 0 | 0 |
| **N** | | |  |  |
| **N** | | |  |  |
| **Social influences** | **0** | Socially unacceptable | 0 | 0 |
|  |  | Friends disapprove of use✝ | 0 | 0 |
| **N** | | |  |  |

\* Novel coding category ✝ Coding category absent

# Appendix E: Additional in support of the literature review.

## Bibliography E-1. Additional scholarly articles for the literature review.

Abouchedid, R., Gilks, T., Dargan, P. I., Archer, J. R. H., & Wood, D. M. (2018). *Assessment of the Availability, Cost, and Motivations for Use over Time of the New Psychoactive Substances — Benzodiazepines Diclazepam , Flubromazepam , and Pyrazolam — in the UK*. 134–143.

Andersson, M., & Kjellgren, A. (2017). *The slippery slope of flubromazolam : Experiences of a novel psychoactive benzodiazepine as discussed on a Swedish online forum*. *34*(3), 217–229. https://doi.org/10.1177/1455072517706304

Angelo, L. C., Savulich, G., & Sahakian, B. J. (2017). *Lifestyle use of drugs by healthy people for enhancing cognition , creativity , motivation and pleasure*. 3257–3268. https://doi.org/10.1111/bph.13813

Assi, S., Marshall, D., Bersani, F. S., & Corazza, O. (2020). Uses, Effects and Toxicity of Synthetic Cannabinoids from the Perspective of People with Lived Experiences. *Journal of Psychoactive Drugs*, 1–11. https://doi.org/10.1080/02791072.2020.1723748

Benschop, A., Urbán, R., Kapitány-fövény, M., Hout, M. C. Van, Katarzyna, D., Felvinczi, K., … Korf, D. (2020). *Why do people use new psychoactive substances ? Development of a new measurement tool in six European countries*. https://doi.org/10.1177/0269881120904951

Brennan, R., Hout, M. C. Van, Brennan, R., Gamma-hydroxybutyrate, M. C. V. H., Brennan, R., A, B., … Sc, M. (2014). A Scoping Review of Pharmacology , Toxicology , Motives for Use , and. *Journal of Psychoactive Drugs*, *46*(3), 243–251. https://doi.org/10.1080/02791072.2014.921746

Corazza, O., Schifano, F., Simonato, P., Fergus, S., Assi, S., Stair, J., … Scherbaum, N. (2012). *Phenomenon of new drugs on the Internet : the case of ketamine derivative methoxetamine*. (August 2011), 145–149. https://doi.org/10.1002/hup

D, A. K. P., Sc, K. J. M., Kjellgren, A., Jonsson, K., Methoxetamine, M. S., Kjellgren, A., … Sc, M. (2013). *Internet Methoxetamine ( MXE ) – A Phenomenological Study of Experiences Induced by a “ Legal High ” from the Internet*. *1072*. https://doi.org/10.1080/02791072.2013.803647

D, A. K. P., Soussan, C., Kjellgren, A., Ph, D., & Soussan, C. (2011). *Heaven and Hell — A Phenomenological Study of Recreational Use of 4-HO-MET in Sweden Heaven and Hell — A Phenomenological Study of Recreational Use of 4-HO-MET in Sweden*. *1072*. https://doi.org/10.1080/02791072.2011.605699

Deligianni, E., Corkery, J. M., & Lione, L. A. (2017). *An international survey on the awareness , use , preference , and health perception of novel psychoactive substances ( NPS )*. (November 2016). https://doi.org/10.1002/hup.2581

Deligianni, E., Daniel, O. J., Corkery, J. M., & Lione, L. A. (2019). *Impact of the UK Psychoactive Substances Act on awareness, use, experiences and knowledge of potential associated health risks of novel psychoactive substances*. (August). https://doi.org/10.1111/bcp.14123

Felvinczi, K., Benschop, A., Urbán, R., Hout, M. C. Van, Katarzyna, D., Hearne, E., … Korf, D. (2020). *Discriminative Characteristics of Marginalised Novel Psychoactive Users : a Transnational Study*.

Hout, M. C. Van, Crowley, D., Dea, S. O., Clarke, S., Claire, M., Crowley, D., … Clarke, S. (2019). Chasing the rainbow : pleasure , sex-based sociality and consumerism in navigating and exiting the Irish Chemsex scene consumerism in navigating and exiting the Irish Chemsex scene. *Culture, Health & Sexuality*, *21*(9), 1074–1086. https://doi.org/10.1080/13691058.2018.1529336

Hout, M. C. Van, & Hearne, E. (2017). *User Experiences of Development of Dependence on the Synthetic Cannabinoids , 5f-AKB48 and 5F-PB-22 , and Subsequent Withdrawal Syndromes*. 565–579. https://doi.org/10.1007/s11469-016-9650-x

Hout, M. C. Van, & Hearne, E. (2017). *Shake ‘ N Bake : the Migration of ‘ Pervitin ’ to Ireland*. 919–927. https://doi.org/10.1007/s11469-016-9715-x

Kaló, Z., Móró, L., Demetrovics, Z., Felvinczi, K., & Mo, L. (2017). *Drugs : Education , Prevention and Policy A mixed-methods analysis of online NPS user discussion in Hungary A mixed-methods analysis of online NPS user discussion in Hungary*. *7637*. <https://doi.org/10.1080/09687637.2017.1327571>

Kjellgren, A., & Jonsson, K. (2013). Methoxetamine (MXE)–a phenomenological study of experiences induced by a “legal high” from the Internet. *Journal of Psychoactive Drugs*. Retrieved from http://www.tandfonline.com/doi/abs/10.1080/02791072.2013.803647

Mazurkiewicz, M. R., & Pakulski, M. (2013). *Ocena rozpowszechnienia , powodów i form użycia tak zwanych „ dopalaczy ” przez uczestników ankiety internetowej*. *47*(6), 1143–1155.

Miller, J. M., Miller, H. V., Claxton, T. L., Miller, J. M., Miller, H. V., Theorizing, T. L. C., … Claxton, T. L. (2019). Theorizing Novel and Emerging Drug Use : A Motivational Typology Theorizing Novel and Emerging Drug Use : A Motivational. *Deviant Behavior*, *40*(9), 1105–1118. https://doi.org/10.1080/01639625.2018.1461750

Palamar, J. J., Acosta, P., & Cleland, C. M. (2018). *Attitudes and Beliefs About New Psychoactive Substance Use Among Electronic Dance Music Party Attendees Attitudes and Beliefs About New Psychoactive Substance Use Among Electronic ABSTRACT*. *6084*. https://doi.org/10.1080/10826084.2017.1327980

Peacock, A., Bruno, R., Gisev, N., Degenhardt, L., Hall, W., Sedefov, R., … Farrell, M. (2019). Drug Use 4 New psychoactive substances : challenges for drug surveillance , control , and public health responses. *The Lancet*, *394*(10209), 1668–1684. https://doi.org/10.1016/S0140-6736(19)32231-7

Rychert, M., Wilkins, C., Parker, K., & Witten, K. (2018). *Are government-approved products containing new psychoactive substances perceived to be safer and more socially acceptable than alcohol, tobacco and illegal drugs ? Findings from a survey of police arrestees in New Zealand*. (December 2017), 406–413. https://doi.org/10.1111/dar.12655

Soussan, C. (n.d.). *Novel Psychoactive Substances among online drug community users*.

Soussan, C., Andersson, M., & Kjellgren, A. (2018). International Journal of Drug Policy The diverse reasons for using Novel Psychoactive Substances - A qualitative study of the users ’ own perspectives. *International Journal of Drug Policy*, *52*, 71–78. https://doi.org/10.1016/j.drugpo.2017.11.003

Soussan, C., & Kjellgren, A. (2015). *“ Chasing the High ” – Experiences of Ethylphenidate as Described on International Internet Forums*. 9–16. https://doi.org/10.4137/SART.S22495

Soussan, C., & Kjellgren, A. (2016). International Journal of Drug Policy The users of Novel Psychoactive Substances : Online survey about their characteristics , attitudes and motivations. *International Journal of Drug Policy*, *32*, 77–84. https://doi.org/10.1016/j.drugpo.2016.03.007

Sutherland, R., Bruno, R., Peacock, A., Lenton, S., Matthews, A., Salom, C., … Barratt, M. J. (2017). Motivations for new psychoactive substance use among regular psychostimulant users in Australia. *International Journal of Drug Policy*, *43*, 23–32. https://doi.org/https://doi.org/10.1016/j.drugpo.2016.12.021

Van Hout, M. C., & Hearne, E. (2017). New psychoactive substances (NPS) on cryptomarket fora: An exploratory study of characteristics of forum activity between NPS buyers and vendors. *International Journal of Drug Policy*, *40*, 102–110. https://doi.org/10.1016/j.drugpo.2016.11.007

Winstock, A. R., Lawn, W., Deluca, P., & Borschmann, R. (2016). *Methoxetamine : An early report on the motivations for use , effect profile and prevalence of use in a UK clubbing sample*. (March), 212–217. https://doi.org/10.1111/dar.12259

Wiszejko-wierzbicka, D., Kidawa, M., & Jab, M. (2016). *ScienceDirect Motywy za ż ywania i typologia u ż ytkowników nowych substancji psychoaktywnych na podstawie badania sonda ż owego i analizy forów internetowych w ramach projektu I-TREND Motives of new psychoactive substance use and typology of users based on survey and Internet forum analysis within the I-TREND project*. *29*, 61–74. https://doi.org/10.1016/j.alkona.2016.06.001

## 