



# ***Actividades de orientación a la familia para la prevención del alcoholismo en adolescentes de Secundaria Básica*** ***Family counseling activities for the prevention of alcoholism in adolescents in high school***

**Yilian López-Legrà; Juana Daudinot-Gamboa**

Universidad de Guantánamo, Cuba

**Correo(s) electrónico(s)**

[yilianrafaela@nauta.cu](mailto:yilianrafaela@nauta.cu).

[juanitadg88@gmail.com](mailto:juanitadg88@gmail.com)

**ORCID:** <https://orcid.org/0000-0002-3720-4256>

<https://orcid.org/0000-0003-0478-8678>

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## **Resumen**

El presente trabajo aborda la temática relacionada con la orientación familiar para la prevención del consumo de alcohol en adolescentes. Este tiene como objetivo proponer actividades de orientación familiar para la prevención del consumo de alcohol en adolescentes de 9no grado. Se utilizó la metodología de estudio descriptivo/interpretativo, lo que permitió, a partir de diferentes métodos de investigación, un estudio de las principales concepciones teóricas sobre la temática referenciada y diagnosticar la situación actual, corroborándose las insuficiencias que se presentan en el trabajo de orientación familiar y la preparación general de docentes, directivos y familia, aspecto que debe ser tratado.

**Palabras Clave:** Orientación; Familia; Prevención; Consumo de alcohol; Adolescentes.

## **Abstract**

This research deals with the topic related to family counseling for the prevention of alcohol consumption in adolescents. Its objective is to propose family counseling activities for the prevention of alcohol consumption in 9th grade adolescents. The descriptive/interpretative study methodology was used, which allowed, based on different research methods, a study of the main theoretical conceptions on the referenced topic and to diagnose the current situation, corroborating the inadequacies presented in the work of family counseling and the general preparation of teachers, managers and family, an aspect that should be addressed.

**Keywords:** Counseling; Family; Prevention; Alcohol consumption; Adolescents

## **Introduction**

The pedagogical process, in correspondence with social demands, must take into account that Cuban adolescents are inserted in a system of social relations. In which they face risk factors, including alcoholism, and if they do not have an adequate orientation, from the family and school, they can become vulnerable to such influences. Hence the importance of achieving more comprehensive approaches and strategies from the direction of the psychopedagogue's work through its guidance and counseling function. Therefore, the general activity developed in the school is based on the relationship between social demands and the capacity in the personality of adolescents, so that these are fostered in their performance in their contexts of action, in social life.

In the Cuban context, the pedagogical studies developed in the educational sphere by a variety of researchers who have paved the way for the foundation of prevention in the pedagogical process of the school institution are recognized. In this order the contributions of Figueredo (1996), Díaz (2001), Bell (2002), Briñas (2007), Fernández (2007), De la Peña (2009), Pérez (2011), those who provide an integral vision in the system of school activities. However, the need for a greater pedagogical argumentation of prevention from a risk approach is revealed, so that preventive action in the pedagogical process can be dynamized, based on the conceptualization and contextualization to the educational reality in which Basic Secondary School adolescents develop.

In observations of the educational process and the use of different research methods and techniques, it has been possible to confirm the presence of alcohol consumption in adolescents, which requires pedagogical attention from the different educational environments: school, family and community, in order to prevent this scourge, which affects the adequate development and performance of the personality of adolescents in Basic Secondary School. In this sense, there are evident insufficiencies that are affecting this process, related to: the knowledge on the part of the pedagogical collective and the families about alcohol consumption and its prevention in their children from the integrated work with the school, the preventive work with adolescents and their families, thus taking advantage of the different educational spaces offered by the school to contribute to eradicate this situation from the family orientation.

These inadequacies made it possible to state the scientific problem: How to orient the family for the prevention of alcohol consumption in 9th grade adolescents of the "Manuel Ascunce Domenech" High School, which is why the objective of the research is to propose family orientation activities for the prevention of alcohol consumption in 9th grade adolescents this school.

## Development

Historical studies show that the family structure has undergone few changes due to emigration to the cities and industrialization. The nuclear family is the basic unit of social organization in most modern industrialized societies. However, the modern family has varied from its more traditional form in terms of functions, composition, life cycle and parental role.

In this sense, Varona very aptly expressed that:

Without the family there is neither the commune, nor the city y this is the nucleus of the state, the sentiment that creates and maintains the first, 'is transformed, but subsists in essence to create and maintain the superior units...purify the home by love and you will have purified the public customs. (1849- 1933, P.67).

This is why we consider the importance of the educational practice that has taught us that the home is the first school, and that the values received are then shown in society. However, in spite of all that has been done to strengthen the formative and educational function of the family, its participation in school life is still insufficient for various reasons of conception and preparation of the educational institution and the community environment.

Many researchers and specialists focus their attention on the family. According to Blanco, "Family is the small or primary social group in which a system of interaction is configured among the people who integrate it, in which individuals have their first social experiences" (Blanco Pérez, 1997. P.118.).

According to Castro, the family is:

The group where people manifest important psychological motivations and realize it in diverse activities. This small human group is considered primary because it is there where the first lasting formative processes of the personality of the children emerge and unfold". (2004, P.29).

The first secretary of the Central Committee and army general Raúl Castro Ruz in the presentation of the central report to the VII Congress expressed: "it is necessary to strengthen an intelligent, firm and systematic preventive work, strengthening the irreplaceable role of the family and the school, I repeat, strengthening the irreplaceable role of the family and the school". We fully agree with what Raul said, because without the school-family unit, it is not possible to achieve the purposes of education in the integral education of today's children who will be tomorrow's men, so that the education that takes place at home, as well as the one that takes place at the social level, becomes the fundamental means of development.

The Constitution of the Republic reflects: Every person has the right to found a family, the state recognizes and protects families, whatever their form of organization, as the fundamental cell of society and creates the conditions to guarantee that the achievement of their goals is favored integrally.

Unlike other institutions, the family influences all aspects of the personality; its educational function has a very broad scope, and presupposes that it will allow the child to adapt to the complicated network of social relations in which he/she will develop outside the family framework.

According to Castro (2004) and other authors, the main functions of the family can be summarized as follows: biosocial function, economic function, cultural-spiritual function and educational function. The fulfillment of these functions of the family is also related to its internal structure, i.e. the relationship between its members, the number of members and the economic, social, cultural and professional status of each of them. All this allows for a lifestyle that is specific and generally stable.

It is evident that education, as a historically developed social phenomenon, exerts a decisive influence on the formation of man throughout his life. For its part, the school must assume the responsibility of continuing the initial education in the family framework and channel them towards the assimilation of selected contents and the acquisition of concrete abilities and capacities; thus contributing to the parents' own education, by means of the orientation for the adequate fulfillment of their functions.

It means that, between both institutions, relations of interdependence and collaboration must be established, which does not mean the solution of all the contradiction of both, but it does allow the coordination of the educational influences in the same direction. The school and, naturally, the teacher can and must contribute to develop the positive aspects of the family education, to reinforce the positive results acquired in its bosom. Otherwise the school can contribute to reduce, even to eradicate the effects of a deficient family education or of an adverse family environment.

However, when the problems presented by a child or adolescent are due to certain significant failures of the family members, then the attention is not only educational, therapeutic help would be advisable, that is, the other extreme of education - which prepares and prevents, there is the therapy to the family, which should be carried out by trained professionals. (Castro, 2010)

In this thesis, the criterion of the researcher Castro et al (2010:57) is assumed when he considers that:

Guidance is developed to the extent that the family may have a dysfunction that affects the education of the child or adolescent, which are those problems and affectations that the school has been able to notice. (...) it means seeking unity of effort, integration in every action. (P. 57), quoted by (Daudinot, 2012, P.42).

Education and guidance to the family must be understood as a communication process impregnated with questions, motivations, expectations and at the same time it is necessary to understand the subjects involved in this process, making them our main allies.

When referring to Family Guidance from the educational context, it can be said that it is an alternative of systematic education that arises with a preventive approach, through family counseling, since it is a system of guidance principles, thus a methodology for the development of family guidance workshops defined in four essential moments: initial moment, thematic plan, elaboration and closing. It is for this reason that the guidance work from the school should provide deeper help to the families of students with certain needs, thus to those homes that show such dysfunctionality that affects the development of their children's personality.

The school has explicitly or implicitly an educational programming to address families, the basic learning needs guide these actions. The Family Education and Guidance Program consists of a system of learning actions promoted by the school that stimulates their active participation,

demonstrating their awareness, commitment and involvement in the education of their children, in an integrated manner (Castro, Padrón, & García, 2004).

These authors offer a sequence of activities that usually take place in an educational center when working with families and that the author of the thesis considers assuming because it expresses, in its essence, the methodological procedure for working with families in an educational center: sensitization of the families to the educational problem of interest, exploration of the problems presented by the families regarding the education of their children, determining what their basic learning needs are, deciding which educational measures or actions will contribute to the solution of the recognized educational needs, execution of the educational actions among the family members involved, participative evaluation of the effectiveness of this system of actions with the parents and dissemination in a wider environment.

In this same order, the main ways of education and family orientation that can be used in educational institutions, such as Basic Secondary School, are highlighted, among them: Parent meetings, Parent or Family Education Schools, Interviews with parents, Home visits, Correspondence, Exchanges, Murals, recommended readings to parents. Due to their importance for the research, some of these channels are highlighted.

*Parenting or family education schools:* these are a direct form of relationship between educators and family members and are carried out with the aim of guiding parents on how they can better educate their children, thus favoring a growing process of awareness of the duty to educate and also starting from the educational needs of the family.

Home visits: these have a preventive character and produce a beneficial effect in those family environments in which parents or guardians have not taken good care of the adolescent's school life.

So, these ways of guidance to families should advance in the recognition of these tasks, in a climate of understanding and trust in the teacher, in addition to an optimistic sense that everything can be done when we want to help in the confrontation of alcohol consumption. For adolescents.

The World Health Organization (WHO) in 2008, declares Alcoholism with the term "Alcohol Dependence Syndrome (ADS)" described as a chronic behavioral disorder manifested by a psychic and physical state, which compulsively leads to excessive alcohol intake with respect to social and dietary norms of the community, repeatedly, continuously or periodically in order to experience psychological effects and eventually interfering in the health and economic and social functions of the drinker.

Alcoholism, defined as alcohol intoxication, is distinguished (Gonzalez 2006), a prestigious researcher on the subject also considers alcohol consumption to be a chronic, progressive and often fatal disease, characterized by occasional drunkenness or temporary disorder caused by the abusive consumption of alcoholic beverages. Physical tolerance and dependence, or pathological organic changes, or both; any direct or indirect consequence of alcohol ingested, is a primary disorder and not a symptom of other diseases or emotional problems. The chemistry of alcohol allows it to affect almost every cell type in the body, including those in the central nervous system.

In order to comply with the prevention of alcohol consumption, the Ministry of Social Welfare was entrusted with the task and laws No/49 and 459 were enacted, with the objective of organizing the state's action to combat problems in students through prevention. Later, in 1961, the functions related to prevention were assigned to the Department of Youth Affairs of the National Directorate of the National Revolutionary Police (PNR), in coordination with the Federation of Cuban Women (FMC). The Ministry of Education contributed to preventive work with adolescents.

Since then, starting in 1962, departments and prevention work commissions were created, initially by the Federation of Cuban Women and the Ministry of Education, and later by the Ministry of the Interior, creating centers to control students with inappropriate behaviors and to care for these at risk and socially disadvantaged students. In 1965, the Ministry of the Interior created a commission for social prevention, from which the Center for the Evaluation, Analysis and Orientation of Minors (CEAOM) was created.

In 1967, the first prevention commissions were set up by the MININT's Department of Study and Social Prevention, and in the same year they were founded with social prevention in a single

commission directed by the Party, through the Secretariat of Social Work, and later, in the 1970s, by the organs of popular power, which were made up of the FMC, UJC, the Ministry of Education, the CTC, MINSAP, INDER, and the General Prosecutor's Office of the Republic of Cuba.

These commissions arose with the objective of coordinating the work of the agencies and organizations responsible for prevention tasks, which made possible a greater control of preventive work, achieving a multidisciplinary and multifactorial approach in such work.

In such a way that the collaboration with the school, resume the academic performance of students and greater integration, in the conception of family counseling, so that it can fulfill its educational function and help them to promote a healthy and harmonious formation of the personality of their children.

Psychological guidance in any of its fields of action (family, community, educational, and individual) requires multiple resources on the part of the educational psychologist: ability to systematize and synthesize the information available (evaluation, mediation and decision making) and to offer, train and explain to the tutors, the reason for the proposed actions and their scope (García, 2015).

In this sense, it was necessary to carry out a diagnosis, in order to verify the current state of the object of research, which is based on the educational practice and experiences of the author in her work with 9th grade adolescents of the "Manuel Ascunce Domenech" Basic Secondary School in the municipality of Guantánamo. For this purpose, different research methods and techniques were used. The following indicators were established:

- Psychopedagogical preparation the family for the prevention of alcohol consumption in adolescents.
- Role of the school in preventive work with adolescents and their families in relation to alcohol consumption.
- Routes used by the school in the work of family orientation for the prevention of alcohol consumption in adolescents.

The main results are summarized as follows:

- There is insufficient use of normative documents governing the conduct of preventive work by the family.
- Insufficient educational guidance to the family for their contribution to strengthening the prevention of alcohol consumption by their children.
- Little family guidance work at school for the prevention of alcoholism in adolescents.

After having deepened the level of theoretical-methodological scientific information on the subject, thus corroborating the results achieved in the diagnosis, the following proposal is made.

**Activities of educational orientation to the family for the prevention of alcohol consumption in 9th grade adolescents of the "Manuel Ascunce Domenech" Secondary School.**

The proposal is based on the whole conceptual body, which on the subject was previously addressed in the previous epigraph, supported by theoretical considerations of prestigious figures of science. Educational activity is, on the other hand, a social activity and its *raison d'être* is to train in scientific, humanistic, aesthetic and moral knowledge, so that the development of all their capabilities in these fields allows them to participate fully in the life of their society. This research assumes the definition of activity offered by (A.N Leontiev 1981), who defines it as the process of subject-object interaction, as a result of which a transformation of the object and the subject itself is produced.

The proposal is based on the principles for the direction of the pedagogical process of the authors: (Addine, González and Recarey, 2004. P.80), where, although, all are revealed in said process, in the research are assumed, among others: Principle of the unity of the scientific and ideological character of the pedagogical process, Principle of the unity of the instructive, the educational and the developmental, in the process of personality education and Principle of the unity of the affective and the cognitive, in the process of personality education.

It is necessary to take into account that the activities should be characterized by: having a transforming character, facilitating communication, being flexible, since they can be adjusted to the context of the Basic Secondary School and to the particular characteristics of families and teachers, that they are functional, since the purpose is to achieve an action with the families that has utility from the objective for which it was conceived, that they are comfortable and easy in their application, according to the potentialities and needs evidenced in the diagnosis carried out.

They can be developed in coordination with the Center's Direction, the Head of 9th grade and the Guiding Teacher, and as part of the monthly Parents' Meetings.

The 3 proposed educational activities contain: type, title, objective, method, means, instrumentation and evaluation of the activity.

### **Actividades educativas de orientación a la familia para la prevención del consumo de alcohol en los adolescentes de 9no grado**

The following are some of the proposed activities.

#### **1. School for parents, meeting**

Discussion: Alcohol consumption. Its consequences for health.

Objective: To reflect on the consequences of this vice for the health of their adolescent children.

Participants: Parents and relatives of 9th grade adolescents, psychopedagogue, teachers and invited health specialist.

Method: Explanatory - Illustrative.

Media: Cards and a small box.

Leads: Teacher Guide.

Time: 30 min.

#### **Methodological instrumentation**

After welcoming those present at the Parents' School, the Guiding Teacher invites them to answer on a sheet of paper the question that was left pending from the previous meeting. She reminds them that all criteria will be respected.

Then the psychopedagogue explains what the activity of this meeting consists of, that they can talk, exchange, discuss, reflect, expose their personal experiences and invites the health specialist to address the topic.

First of all, create a pleasant atmosphere that favors the exchange of those present around the topic of alcohol consumption, then the parents will answer the following questions that are on the cards:

Possible questions.

What personal experiences do you have about the consequences of alcohol consumption on your health?

Do you know what are the most frequent diseases in adolescents caused by alcohol consumption?

How can alcohol consumption affect society?

If you had such a case in your home, how would you help it?

How does alcohol consumption affect adolescents in your area?

What importance do you attribute to the social prevention of alcohol consumption?

What actions do they consider necessary for the prevention of alcohol consumption?

Do you consider what you have learned today to be important? Why?

The participants present their experiences, discuss and express their opinions on the topic, always reflecting on how harmful this vice is. Afterwards, the health specialist gives a brief explanation of the health consequences of alcohol consumption and some of the ways that can help to avoid these sad consequences. Parents can intervene by sharing some of the consequences they have personally suffered and the ways they can avoid them. At the end each parent will say a message to help those people who are still immersed in this scourge and that will be collected in a record.

Finally, the health specialist issues a reflection by way of conclusions.

Evaluation and Control: this will take place during the exchange, debate and observation of the activity. Finally, they will be asked to make the pertinent comments about what has been developed, to take into account their criteria, some doubts that may arise, among other aspects. The activity will be evaluated using the PNI Technique.

### **1. Family Exchange**

Title: The family and alcohol consumption. A social concern?

Objective: To reflect on the role of the family in the prevention of alcohol consumption among adolescents in Cuban society.

Participants: Family, community factors (CDR, FMC, PCC, ACRC), school teachers and psychopedagogue.

Method: Joint elaboration.

Means: Paper box and cards.

Leads: The educational psychologist

Time: 45 min

Methodological instrumentation

The elements approached in the previous workshop will be clarified, pointing out the oriented activity. To research the problems revealed.

The educational psychologist explains to the members of the community and families in particular, the need to reflect on the topic being addressed, based on the experiences, roles and responsibilities that each one has in the community.

The participants will be organized in the form of a horseshoe to encourage exchange, listening, their criteria, etc., creating a pleasant atmosphere among them.

The exchange will be based on the following questions (slips of paper) found in the paper box:

Have you participated in some preventive activities that contribute to the formation of results in your children?

Do you know about the consequences of drinking alcoholic beverages?

Do you know what are the most frequent diseases in adolescents caused by alcoholism?

Have you received training to improve the prevention of alcohol consumption in adolescents?

Why is alcohol consumption a concern for Cuban society today?

1. Evaluation and Control: it will be carried out through exchange, debate and reflection. Finally, the participants will be asked to make the pertinent comments about what has been developed, to take into account their criteria, some doubts that may arise, among other aspects. The activity will be evaluated by expressing it with a word or a phrase.

## **2. Educational talk**

Title: Prevention of alcohol consumption in adolescents.

Objective: To reflect on the prevention of alcohol consumption in adolescents for their better insertion in society.

Participants: Directors of the center, psychopedagogue, 9th grade adolescents and their families, 9th grade teachers, health specialist (psychologist who attends the center for mental health) specialist of MININT (Official of attention to minors).

Directed by: The Guiding Teacher

Method: Expository

Media: Plates.

Time: 45 min

Instrumentation

The guiding teacher informs the adolescents that there will be an educational talk, offering information about the topic (they will come prepared beforehand), organization and participants in the activity.

The psychopedagogue of the center introduces all the people who will participate in the activity and asks all those present to express all their opinions about the topic to be addressed, on this occasion, related to the consequences of alcohol consumption and its prevention by all those present.

He then invited the health specialist to give the talk he had planned for the occasion, inviting the adolescents to reflect and express their opinions on what they result from the consumption of alcohol as a vice for both individuals and their families.

Subsequently, the MININT specialist, as far as the talk allows it, will make interventions so that the adolescents will reflect and issue their criteria.

At the end each of the participants will express in written form on a strip of paper a message for the people who are still tied to this scourge.

The director of the center will make a brief summary of the messages elaborated and in conclusion will ask everyone to continue the fight to eliminate this vice from our society.

Evaluation and Control: will be carried out by means of exchange, observation, debate and reflection. Finally, they will be asked to make the pertinent comments about what has been developed, to take into account their criteria, some doubts that may arise, among other aspects. The activity will be evaluated by expressing it with a word or a few sentences.

## Conclusions

The insufficiencies in the orientation to the family for the prevention of alcoholism in adolescents have occupied pages in the History of Pedagogy and in this context it is centered in the contributions of the Historical Cultural School of Vygotsky and other Cuban pedagogues. The diagnosis of the current state of the problem and the essential theoretical bases found, allow specifying that there were insufficiencies in the orientation to the family for the prevention of alcohol consumption. The educational actions proposed for the students will be able to dynamize and facilitate the teaching-learning process in the school, family and community context, as it favors their behavior and they know how to prevent the consumption of alcoholic beverages.

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