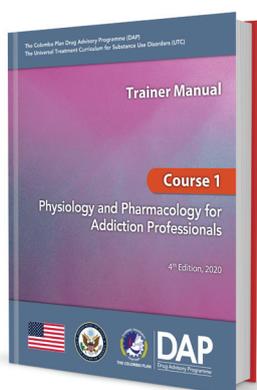


DAP Training Curricula Booklet

2021



Universal Treatment Curriculum for Substance Use Disorders - Basic Level (UTC Basic)



The Basic Level UTC consists of eight courses that cover the broad spectrum of addiction treatment. The content and methodology of the UTC training series is designed to ensure that addiction practitioners develop a balanced perspective of the principles relating to both the science and art of addiction treatment. Each course is intended to enhance the knowledge, skills and competencies of addiction professionals, as well as promote evidence-based practice for the enhancement of service delivery and treatment outcomes. Moreover, each course underwent the rigorous process of reviews to ensure the outstanding quality of content, as well as identify and address existing gaps prior to its application by training. The eight existing courses are as follows:

Course 1: Physiology and Pharmacology for Addiction Professionals (20 hours)

This course presents a comprehensive overview of addiction; provides an understanding of the physiology of addiction as a brain disease; and describes the pharmacology of psychoactive substances.

Course 2: Treatment for Substance Use Disorders – The Continuum of Care for Addiction Professionals (33 hours)

This course provides the foundation for learning about SUD treatment. It gives an overview of recovery and recovery management, stages of change, principles of effective treatment, components of treatment and evidence-based practices.

Course 3: Common Co-occurring Mental and Medical Disorders - An Overview for Addiction Professionals (20 hours)

This foundational course provides an overview of the relationship of co-occurring mental and medical disorders, and SUD-related treatment issues.

Course 4: Basic Counselling Skills for Addiction Professionals (33 hours)

This course provides an overview of the helping relationship and opportunity to practice core counselling including basic skills in motivational interviewing, group counselling and implementation of psychoeducation sessions.

Course 5: Intake, Screening, Assessment, Treatment Planning and Documentation for Addiction Professionals (33 hours)

This course is a skills-based course that teaches effective and integrated intake, screening, assessment, treatment planning and documentation procedures to addiction professionals.

Course 6: Case Management for Addiction Professionals (13 hours)

This is a foundational and skills-based course that provides an overview of case management in SUD treatment and provides skills practice in case management functions.

Course 7: Crisis Intervention for Addiction Professionals (13 hours)

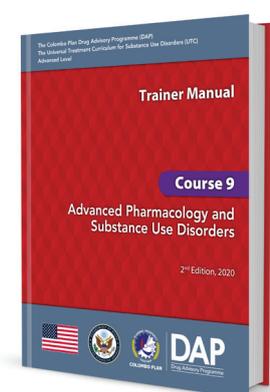
This course addresses the concept of crisis as a part of life and provides guidelines for crisis intervention including managing suicide risk. It also addresses ways in which counsellors can avoid personal crisis situations by providing information and exercises about counsellor self-care.

Course 8: Ethics for Addiction Professionals (26 hours)

This course addresses professional conduct and ethical behaviour in SUD treatment that covers confidentiality, ethical principles and professional code of ethics. It provides the opportunity to learn and practice the use of an ethical decision-making model through case study analyses.

UTC

Universal Treatment Curriculum for Substance Use Disorders - Advanced Level (UTC Advanced)



The Advanced Level UTC is a set of 14 courses, which is developed to provide a more comprehensive and theoretical foundation in the clinical practice of substance use disorder treatment. It is a specialised training course that aims to provide an in-depth continuing education with the latest information and skills-based activities to further enhance the capacity of the treatment workforce and standardise the quality of care and services they provide for their clients.

Course 9 – Advanced Pharmacology and Substance Use Disorders

This 3-days course provides an overview of pharmacology through the identification of the classification of drugs based on their effects on the central nervous system and addiction potential. It provides an understanding of the role of neurotransmitters in the development of addiction and the psychological implications on substance use disorders. Participants will

review routes of administration and discuss the progression of substance use to substance use disorder. The research related to the co-occurrence of psychiatric disorders (e.g., mood, bipolar, psychiatric, and anxiety disorders) with substance use disorders will be presented while examining the importance of integrated treatment. This course will address the need of both the substance use disorder and the co-occurring psychiatric disorder at the same time in the same location by an integrated treatment team. Participants will come to understand the social implications of substance use disorders; its impact the community, the family system and the individual.

Course 10 – Managing Medication-Assisted Treatment Programs

This 4-days course provides a comprehensive understanding of the importance of medication in SUD treatment and its benefits when used in conjunction with psychosocial interventions. This course is designed for those persons who are interested in understanding the “How To’s” in developing and establishing a Medicated Assisted Program. The participants attending will be informed about treatment recommendations, background information and historical review of available evidence-base services for pharmacotherapies and practice guidelines for pharmacotherapy services. Topics that will be explored are: What is pharmacotherapy; Pharmacotherapy Treatments; Neurobiology and Assessments (specific-medical and clinical). Formulating a treatment plans that show the collaborative approach between clinical and medical teams will also be discussed.

Course 11 – Enhancing Motivational Interviewing Skills

This 5-days course provides an understanding of the theory and application of Motivational Interviewing strategies and interventions for SUD treatment. It contains a set of methods used to help people to increase internal motivation by exploring and resolving ambivalence about behavior change. This skill can be used in reducing risk behaviours and increase client engagement in treatment. It is more cost effective than the alternatives and 10-20% more effective than no treatment. It works for clients with varying level of severity, age, gender and even work better for ethnic minority.

Course 12 – Cognitive Behavioral Therapy

This 4-days course provides an overview of cognitive – behaviour therapy goals, techniques and its application to treatment of people with substance use disorders and comorbid disorders. These

skills equip the professionals with the skills to help people with SUDs to recognize and cope with craving, managing thoughts about substance use, problem solving, planning for emergencies and refusal skills. Hence, these skills are widely used in relapse prevention.

Course 13 – Contingency Management

This 3-days course is a foundational course that provides an understanding of the theories and principles of reinforcement-based treatment, in general, with specific focus on the Contingency Management approach. The course covers the use of behavioral interventions in the treatment of SUD, and the basic components of Contingency Management (CM) and its application. Participants will be able to identify at least two types of CM reinforces and explain the steps for designing a CM program. Finally, participants will be able to develop an action plan for the implementation of a CM program within their projects or programs.

Course 14 – Working with Families

This 5-days course provides a comprehensive overview for SUD treatment practitioners working with families who are dealing with substance use disorders. The discussion covers the impact of SUD on family, its coping mechanisms, recovery issues and interventions that can be implemented with families affected by SUD. This course emphasizes that family's strengths or support can add to the resource available to increase the chance of recovery. On the other hand, the course discusses that dysfunction in the family can lead to substance use and unaddressed family issues can become barriers for recovery and relapse triggers.

Course 15 – Skills for Managing Co-Occurring Disorders

This 3-days skills-based course enhances participants understanding of co-occurring disorders, substance-related disorders, and mental disorders. This course is designed to develop skills to identify and provide intervention to people with SUD and other co-occurring medical and mental disorders. Participants will be able to identify and describe common co-occurring medical disorders such as tuberculosis, hypertension, diabetes, Hepatitis, and HIV as well as identify and describe mental health disorders that frequently co-occur with substance use such as depression, anxiety, trauma-related, schizophrenia spectrum, bipolar, compulsive disorders and personality disorders.

Course 16- Advanced Clinical Skills

This 5-days course provides an in-depth understanding of the theories of counselling and the application of its therapeutic techniques in various SUD treatment settings. On-the-job skills such as training and supervision skills are addressed in this course that will enhance counsellors' skills to evaluate their treatment services for possible adoption of methods from various treatment interventions.

Course 17 – Case Management Skills and Practice

This 3.5-days course is designed to provide the opportunity to enhance competency in case management through a better understanding of the important roles and skills of case managers. It further describes the key functions, applications, assessment, management plan, advocacy and evaluation within a case management context. This approach focuses on assisting the client in accessing needed services or resources throughout the continuum of care and assist them by focusing on the outcome of treatment services.

Course 18 – Clinical Supervision

This 5-days course provides an overview of the fundamentals, principles, models and methods of clinical supervision. This is also meant to lay out the roles, functions, skills and competencies of clinical supervisors. These are the skills that clinical supervisors will need to positively impact the development of counselors and treatment programs in delivering SUD treatment services. Participants will gain an understanding of the roles, functions, skills, and competencies of clinical supervisors in this course.

Course 19 – Enhancing Group Facilitation Skills

This 3.5-days course is a skills-based course that enhances group facilitation skills of SUD treatment practitioners. This method is used to support and guide people with similar problems or issues seeking advice or meeting to discuss issues. It enables a small of group of persons with SUDs to meet regularly to talk, interact, and discuss problems with each other and the group facilitator. It centers around understanding of group processes, concepts, models and methods through experiential

learning. These skills will encourage practitioners to guide a group through the complex stages of group development that is built on trust and safety, creating cohesion among members that learn from experience.

Course 20 – Populations with Special Clinical Needs

This 6-days specialised course provides basic tools necessary to help meet the needs of a broad and diverse array of individuals with substance use disorders, provide and/or improve access to quality treatment services that address the issues of diversity and address the unique mental health needs of the communities' different population groups. This course is also designed to implement culturally responsive treatment services to provide appropriate treatment services and strategies for diverse populations with special clinical needs. It also promotes respect and the practice of cultural humility as it highlights the importance of understanding different groups' health beliefs, practices, cultural and language needs that contribute to individuals relapsing to substance use and engaging in and maintaining recovery.

Course 21 – Trauma-Informed Care for Adults

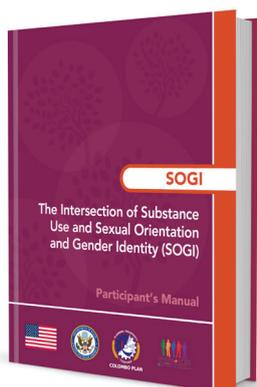
This 4- days course provides information about trauma, its prevalence among people with substance use disorders, and impact on treatment and recovery as many researches found that trauma is associated with higher risk of later substance use and also substance use itself in turn can predispose people to higher rates of trauma. Understanding about these issues permits treatment and recovery support service providers to identify how trauma affects the community, the elements of trauma-informed care and ways to address its effect on service providers. It also helps to develop and integrate trauma-informed care into existing treatment system and make it available to all clients with SUD.

Course 22 – Recovery Management and Relapse Prevention

This 4-days course provides a foundational understanding of recovery management and relapse prevention. It covers discussion on the process of recovery, the variance from treatment as well as the elements of relapse and relapse prevention. This course is designed to provide the skills and knowledge to help individuals manage their own recovery by identifying relapse triggers, developing healthy coping skills and ways to manage recovery through in individual, family and community approach. It also presents challenges and issues that are sometimes encountered in recovery management - issues such as dealing with mental health and physical health issues, the role that medication assisted treatment can play in recovery management and very importantly, the role of addressing trauma in recovery. This course also examines the role of peer support specialists and recovery coaches in helping support recovery from substance use disorders.

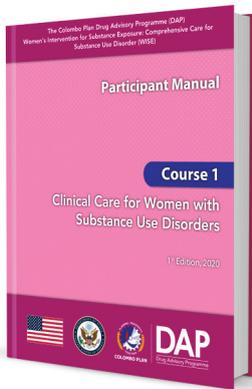
SOGI

The Intersection of Substance Use and Sexual Orientation and Gender Identity



This curriculum is designed to develop provider skills in delivering culturally responsive prevention and treatment services for LGBTQ populations. This training will provide participants with an overview and understanding of the considerations that health providers should take into account to provide inclusive services aimed at people with diverse Sexual Orientation and Gender Identity (SOGI) with a particular focus on the treatment of disorders due to the use of substances.

Women's Intervention for Substance Exposure: Comprehensive Care for Substance Use Disorder (WISE)



The WISE Curriculum was created to increase understanding of women's unique treatment needs and how to address them through practical knowledge and techniques. The four-course curriculum specifies how treating women for substance use disorders differs from treating those of men, and how to respond to women's needs appropriately. It offers participants the tools and strategies to identify, assess, and treat women for substance use disorders with the goal of improving and optimizing outcomes and sustaining recovery.

Course 1: Clinical Care for Women with Substance Use Disorders

This 5-day foundational course examines the core competencies needed to treat women as well as what makes women unique-- as compared to men-- in their illness trajectory, including substance use initiation, use, treatment and recovery. It addresses basic theories and concepts that underpin substance use disorder treatment with women and legal and ethical issues that providers often face when treating women for substance use disorders. The course will help participants to identify substance use disorders among women and how to create and implement comprehensive assessment and individualized care plans for women with substance use disorders. The latter modules discuss key components of a comprehensive substance use disorder treatment program for women, evidence-based approaches to caring for women with co-occurring disorders, and how to provide case management for women.

Course 2: Trauma Responsive and Family-Centered Care for Women and their Children

This course defines trauma and a trauma-responsive environment in substance use disorder treatment. It then addresses how trauma-specific treatment is specifically integrated into women's substance use disorder treatment, including the importance of teaching staff working with women in a substance use disorder treatment setting about trauma-responsive care. The course concludes with evidence-based approaches to empower women to enhance parenting and how family-centered care can be integrated into women's treatment for substance use disorders.

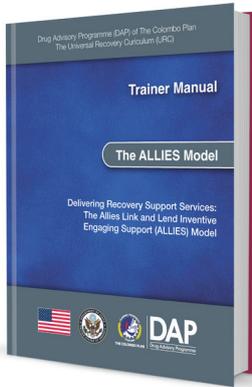
Course 3: Caring for Women with Substance Use Disorders across the Lifespan and in Specialized Circumstances

This course addresses the stages of life and when special considerations are needed. Ages include children, adolescents, young adult, middle adult, pregnancy and the postpartum period and older women. It also covers a broad category of women dislocated or displaced from the home environment. The types of situations in this broad category includes: homeless adults and youth, human trafficking survivors, involved with criminal justice system (incarcerated and post-incarcerated), and military service members (active duty, discharge from military and veterans). A final module covers cultural competence and cultural humility.

Course 4: Creating and Implementing a Women-Responsive Substance Use Disorder Treatment Model of Care

The final course unites all of the information in the previous courses into practical model of care. It examines each of the core components of women's SUD treatment and recovery. Participants are guided through how to develop an action plan to put women-centered treatment into place.

The Universal Recovery Curriculum (URC): Delivering Recovery Support Services



Recovery from substance use disorders is more than just not using alcohol or other substances. It is more than just going through substance use disorder treatment. It is a long-term process of learning to live life and solve problems without alcohol or other drugs. Long-term support is often necessary for individuals with substance use disorders to achieve and sustain recovery.

Both of the URC courses focus on equipping participants with core competencies and skills to work as a recovery support professional. One course is designed for those individuals who themselves are in recovery from a substance use disorder and the other is for those individuals who do not identify as being in recovery. Successful completion of either one of the recovery-focused courses will allow participants to become eligible to sit for an exam through the Global Centre for Credentialing and Certification (GCCC) to qualify to work as a recovery support professional in the field. (For more information contact: www.globalccc.org)

Course 1: Delivering Recovery Support Services: The PEER (Peer Experiences Empower Recovery) Model

This course does not require prerequisite training and is designed to be a stand-alone course so that recovery support professionals can be trained quickly in the field. This course, often referred to as “PEER,” provides a brief foundation that defines substance use disorders and recovery, and then provides the needed information about competencies and skills, including awareness of trauma-informed care, self-care, and boundary setting, to work successfully as a recovery support professional.

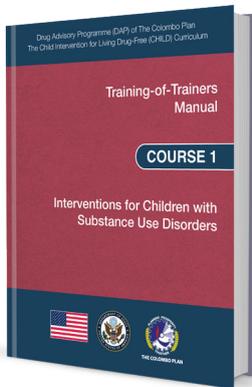
Note: This course is created for those who already are working or want to work as a peer support professional and who are in sustained recovery for a minimum of two years from a substance use disorder. This course is also designed for those whose lives have been seriously impacted, either directly or indirectly, by the behavior of an individual with a substance use disorder and who have embarked on their own journey of recovery as a result. Such persons, which most often includes family members and significant others, are qualified to offer peer recovery support by virtue of their “shared personal experience” with addiction and recovery.

Course 2: Delivering Recovery Support Services: The Recovery Allies (Allies Link and Lend Inventive Engaging Support) Model

Like the PEER course, the Allies course does not require prerequisite training and is designed to be a stand-alone course so that recovery support professionals can be trained quickly in the field. The Recovery Allies course orients participants through a brief foundation that defines substance use disorders and recovery, and then provides the needed information about competencies and skills, including awareness of trauma-informed care, self-care, and boundary setting, to work successfully as a recovery support professional.

Note: This course is created for those with interest in working as a recovery support professional and who do NOT identify as being in recovery from a substance use disorder.

The Child Intervention for Living Drug-free (CHILD) Curriculum



The Child Intervention for Living Drug-Free (CHILD) Curriculum provides treatment providers with the tools they need to identify, assess, and treat children with substance use disorders (SUDs) using age-appropriate interventions and methodologies. It is a six-course training programme that responds to the needs of children and their caregivers impacted by substance use and life circumstances of various social, cultural, economic, and political situations. The curriculum was developed by an internationally-recognised panel of experts from a broad range of specialisations—including treatment, prevention, public policy, pediatric medicine, psychology and pharmacology—with first-hand experience in working directly with substance-using children and their caregivers from diverse social backgrounds.

UTC 31: Interventions for Children with Substance Use Disorders

This first foundational course addresses the uniqueness of treating children with substance use disorder, beginning with the need for treatment professionals to alter intervention techniques to accommodate the child's level of cognitive and emotional development. It introduces major topics for expansion in later courses, including basic counseling skills, motivational interviewing, treatments for children exposed to trauma, pharmacological options as a part of treatment, and ethical considerations. In addition, Course 1 introduces the components of a unique intervention (Suitcase For Life) for working directly with the child which was initially developed by working with children in Afghanistan and then tailored for children in street circumstances in Brazil. This intervention is presented in full detail in Course 6.

UTC 32: Treating Children with Substance Use Disorders: Special Considerations and Counseling with Children

Course 2 builds on the theoretical foundations set forth in Course 1 and effectively translates theoretical constructs into hands-on practices for use in the field. Child substance use disorder is presented through the lens of health care in which substance use disorder is seen as a complex, but treatable disease in which co-occurring disorders are common. Treatment providers are then introduced to practical applications of 12 key underlying concepts of effective child substance use disorder treatment. As the first critical step in developing an individualized treatment plan, participants will learn how to perform screening and assessment procedures. Finally, the quality of professionalism—as an acquired skill, a code of conduct, an attitude, and an adherence to ethical standards—is explored as the basis for all effective counseling relationships. The set of universal treatment tools found in Course 2 can be adapted by treatment practitioners according to their specific settings, substances used by children, minority populations, culture, and other local needs.

UTC 33: Motivational Interviewing for Children with Substance Use Disorders

This course builds on the key concepts set forth in Course 2 and explores basic counseling skills in greater detail. Course 3 focuses on the development of the Motivational Interviewing (MI) technique, a skill which can permeate and bolster all of the practitioner's efforts in the field. MI is recognized as a practical technique for developing empathy in the treatment provider; empathy which he or she then extends to the child and caregiver(s) experiencing the impact of drug-life circumstances. The course identifies the MI key concepts and the application of MI techniques, including FRAMES, OARS, EARS and DARN-CATS. It also guides participants towards assessing and determining the level of motivation in the child as well as how to respond to children in different stages of change.

UTC 34: Attachment Theory and Principles of Treating Children with Substance Use Disorders Affected by Trauma and Distress

The critical premise of this extensive course is that relationships form a child's world, including relationships with the mother, the family, and the community. It addresses relationships in the context of "Attachment Theory" and "Styles of Attachment" and further explores the complex link between a child's "style of attachment" and substance use. Research indicates that while the link between a child's attachment style and substance use is not causal, it is highly correlated and is thus a critical lens for understanding and treating substance use disorders in children. This course offers specific interventions for working with children whose relationships are disrupted as well as practical tools for providers to examine if their staff is trauma-informed and their program trauma-specific.

UTC 35: Principles of Pharmacological Treatments for Children with Substance Use Disorders: A Menu of Options

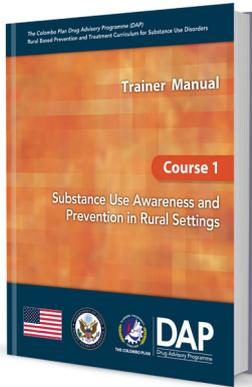
This course focuses on pharmacology as one part of a holistic and systems approach to managing substance use disorders in children. It is designed for two primary audiences; first, medically-trained individuals who are qualified to prescribe and supervise the administration of pharmacological agents to children, and second, non-medically trained professionals for whom an increased understanding of pharmacological interventions can enhance the capacity to observe, assess, monitor, and help children with substance use disorders. The course presumes that not all children will need pharmacological treatment, and that pharmacological approaches will be used in tandem with psychosocial interventions, with the latter as the first and preferable option. However, for those children for whom medications can interrupt the disease process and ease symptoms, Course 5 offers practical guidance for identifying and responding to signs and symptoms of intoxication and overdose in children for a range of substance classes. In addition, pharmacological protocols are set forth for managing detoxification and relapse-prevention.

UTC 36: The Suitcase For Life Intervention Tool

This course offers practitioners a unique intervention tool for working directly with children in the field. The highly mobile and culturally adaptable Suitcase For Life is informed by the broad range of evidenced-based principles and efficacious treatment practices set forth in Courses 1-5. Sophisticated intervention approaches have been adapted for children's varying cognitive and developmental levels and seamlessly incorporated into games, story-telling, and other activities. The Suitcase For Life Intervention Tool consists of eight modules which develop strengths and skills in the child in eight areas of functioning: Artistic Expression; Communicating and Relating; Dealing with Stress; Understanding the Harms of Drugs; Keeping the Body and Mind Healthy; Keeping Yourself and Others Safe; How to Be a Good Citizen; and Dreaming and Planning for the Future. Each module is expected to be tailored to each unique cultural context (e.g., words, pictures and activities need to reflect the local community). The Suitcase For Life Intervention Tool does not supplant treatment; it is a highly flexible adjunct tool for both prevention and treatment efforts from which practitioners can pick and choose elements according to where the child falls within the at-risk continuum.

RURAL

Rural-based Prevention and Treatment Curriculum for Substance Use Disorders



This specialty training series aims to reduce the significant health, social, and economic problems associated with the substance use by professionalizing prevention and treatment workforce, and promoting community participation to develop sustainable community-based prevention, outreach and treatment services in rural and isolated areas throughout the world.

This training helps social workers of the community to create the groundwork necessary to facilitate programme acceptance and community participation, and thus to result in a successful programme in prevention and treatment, with a focus on continuing, long-term effects. The training also helps outreach and treatment workers to develop a range of outreach services and treatment camps to reduce the risks of drug use and improve health, and well-being, for substance users in rural and isolated areas.

Course 1: Substance Use Awareness and Prevention in Rural Settings (52 hours)

This course contains information on how to developing community-based awareness and prevention programme through systematic process of community needs assessment and community resource mobilization. The course focuses on considering culture and the use media for effective prevention campaign.

Course 2: Community Outreach (33 hours)

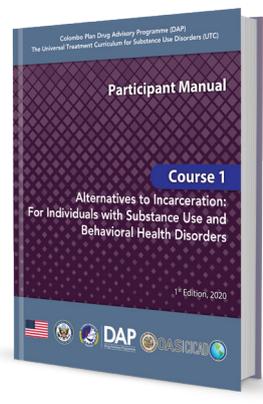
This course provides comprehensive information on how to develop community-based outreach services for substances users in a community who don't have access to treatment and other social services.

Course 3: Community-based SUD Treatment in Rural Settings (33 hours)

This course provides step-by-step information about establishing and running treatment camps in rural settings that takes place over three stages - preparation, active treatment and continuing care.



Alternatives To Incarceration Curriculum



The Alternatives To Incarceration (ATI) training and technical assistance program was developed in order to stimulate systems change through the use of treatment in the rehabilitation of individuals with substance use disorders whose criminal activity is related to that disorder. The overall goal is to train national policy makers to employ alternatives to incarceration across the criminal justice system for individuals identified with substance use disorders.

ATI constitutes an innovative treatment model that focuses on the effectiveness of reducing the risk of criminal recidivism, providing effective treatment of problematic drug use and assuring adequate social integration. It is based on the conviction that while models of treatment and rehabilitation of drug users who have committed a crime can be carried out within the prison system, ATI provides a more effective alternative to the individual.

It increases treatment opportunities in the community for people with substance use disorders under the jurisdiction of the justice system who can safely receive this intervention without the need for incarceration. In doing so, ATI supports recovery and social integration of the individual and promotes the overall health and safety of the community.

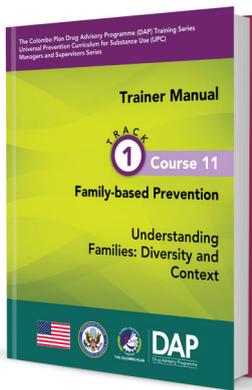
The training provides information on the science of addiction, evidence-based treatment for the justice involved, decision making using a criminogenic risk/need framework, models of alternatives to incarceration, case management, and developing effective collaboration between the justice and health systems. During the training, stakeholders from the national justice and health systems engage in group activities and exercises together to develop a plan to enhance alternatives to incarceration in their country.

Goals for the Training include:

- Providing an understanding of the global challenge of drug use, its relationship to justice involvement, and the opportunity to address this challenge through alternatives to incarceration.
- Increasing the participants' understanding of the importance and duration of the recovery process.
- Understanding the outcomes and benefits of treating substance use disorder following encounters with the justice system and learning about evidence-based treatment practices.
- Becoming familiar with the Risk-Needs-Responsivity (RNR) model; identifying criminal risk factors that should be the focus of offender treatment programs, and increasing awareness of responsivity factors that can undermine treatment effectiveness.
- Understanding the building blocks to alternatives to incarceration across the justice system from law enforcement to reentry from detention.
- Understanding screening and assessment as a core component of alternatives to incarceration and adopting screening and assessment as a systems approach.
- Understanding case management as a key component of alternatives to incarceration and its role in facilitating alternatives to incarceration.
- Understanding a systems change process and conducting a needs assessment of critical areas necessary to develop alternatives to incarceration in the country.
- Complete an action plan that will identify the next steps, tasks and results to improve alternatives to incarceration in the host country.



Universal Prevention Curriculum for Substance Use (UPC)



The Universal Prevention Curriculum for Substance Use aims to address the need for knowledgeable and competent professionals working in the prevention field. This training series is designed to meet the current demand for an evidence-based curriculum for substance use prevention that would complement the existing Universal Treatment Curriculum for Substance Use Disorders (UTC) for addiction treatment professionals. It has been developed for managers and supervisors of government programs and community-based organizations as well as prevention practitioners for working in evidence-based prevention at the grassroots level.

The development of the UPC is in accordance with science-based information and skills-based prevention training, and founded on the International Standards on Drug Use Prevention developed by the United Nations Office on Drugs and Crime (UNODC). It is written by prevention researchers

who are specialists in substance use epidemiology and evaluation, and in prevention strategies that are delivered to families; within schools, workplace and community; and through the media and regulatory policies. The primary thrust is on evidence-based interventions and policies, and implementation quality and sustainability.

UPC Managers and Supervisors Series

The UPC consists of two series, namely: UPC for Managers and Supervisors (UPC-M&S) and UPC for Practitioners (UPC-P). The UPC-M&S provides a training programme for prevention managers and supervisors who manage and supervise the implementation of prevention interventions and/or policies. This series is composed of nine courses as follows:

Course 1: Introduction to Prevention Science

This course provides an overview of the science that underlies evidence-based prevention interventions and strategies, and the application of these effective approaches in prevention practice.

Course 2: Physiology and Pharmacology for Prevention Professionals

This course presents an overview of the physiology and pharmacology of psychoactive substances and their effects on the brain to affect mood, cognition and behaviour, and the consequences of such use on the individual, the family and the community.

Course 3: Monitoring and Evaluation of Prevention Interventions and Policies

This course gives an overview of primary evaluation methods used to measure evidence-based prevention interventions and guidance in applying them to “real-world” prevention settings.

Managers and Supervisors Course 04: Family-based Prevention Interventions

This course explores the family as the primary socialization agent of children, the science behind family-based prevention interventions, and the application of such evidence-based approaches to help prevent the onset of substance use in children.

Managers and Supervisors Course 05: School-based Prevention Interventions

This course presents an overview of the school in society, the science behind school-based prevention interventions, and the application of such evidence-based approaches in school settings around the world.

Managers and Supervisors Course 06: Workplace-based Prevention Interventions

This course provides an overview of the role of work and the workplace in society, how stresses and other work-related influences affect people’s risk of substance use, the science behind workplace prevention interventions, and the application of such evidence-based approaches in work settings around the world.

Managers and Supervisors Course 07: Environment-based Prevention Interventions

This course reviews the science underlying evidence-based substance use prevention environmental interventions, involving policy and community-wide strategies.

Managers and Supervisors Course 08: Media-based Prevention Interventions

This course presents the science underlying the use of media for substance use prevention interventions.

Managers and Supervisors Course 09: Community-based Prevention Implementation Systems

This course introduces the science underlying the systems approach to prevention interventions and guidance on developing such approaches, as well as exemplars of evidence-based drug use prevention systems.

UPC Practitioners Series

The UPC-P is designed to provide knowledge, skills, and competencies to prevention practitioners so that they have a better understanding about the key elements of evidence-based (EB) prevention and about the most effective EB prevention interventions that are currently available. The series is not intended to prepare prevention practitioners to deliver these interventions, rather to provide the necessary knowledge and understanding about how these interventions were developed and why their delivery as designed is very important to the intervention's level of effectiveness.

This training series provides practitioners with an in-depth knowledge and skills related to content, structure, effective delivery, and monitoring and evaluation of the short- and long-term impact of prevention interventions and policies. It consists of the CORE course and seven Specialty Courses, that is, Monitoring and Evaluation, School, Family, Workplace, Environment, Media and Prevention Delivery Systems. In addition to providing basic knowledge and skills in the various settings, the Specialty Track training also includes extensive in-class exercises and a practicum upon completion of two courses for each track. The three practica provide an opportunity to apply theory learned into practice in the field.

CORE Course 10:

Introduction to the Universal Prevention Curriculum Series for Practitioners

The CORE Course is composed of 10 modules representing different aspects of prevention science and its application to practice. It is designed to give participants a foundation in the knowledge and skills needed to undertake evidence-based prevention programming at the community level.

The course provides an overview of the basic processes that underlie addiction and the brain, basic pharmacology of psychoactive substances, and preventive mechanisms that have been found to be effective in more than 30 years of prevention science. It also provides skills-building in areas such as reviewing data needed to assess the substance use problem; working with a prevention implementation planning approach; and developing logic models to assist in that planning. It is required as a pre-requisite for participation in the specialty tracks. Each of the specialty tracks is self-contained but it is necessary to take the CORE first as an introduction to the training series.

Practitioners Specialty Track 1: Family-based Prevention

This track gives an overview of the science inherent in family-based prevention interventions and the methods used to intervene effectively in order to prevent substance use in children and adolescents. It also provides experiential learning in some of the skills used in effective family-based intervention methods to prepare prevention implementers to participate in such programmes. The seven courses in this track are as below:

Course 11: Understanding Families: Diversity and Context

This course presents research about the diversity of families within and across countries, how family structures differ and how families may function differently. It also discusses how family practices influence youth substance use and related problems and some basic skills for working with families.

Course 12: Interventions with Families - Basic Models and Skills

This course discusses general models of interventions with families such as the Family Partnership and Family Development Models. It also presents some examples of evidence-based interventions that prevent substance use.

Course 13: Family-based Interventions: Skills & Evidence-Based Programs

This course presents some of the best family programmes with the best evidence that target families with children of different ages such as: Nurse Family Partnership Model as an example of Home Visiting models for helping families of infants and toddlers; The Incredible Years and Dare To Be You intervention models to intervene with families of young children; Strengthening Families for Parents and Youth 10-14; and Multi-systemic Therapy intervention models which demonstrate skills used by professionals to intervene with families of adolescents.

Course 14: Interventions with Groups - Management and Processes

This course describes the concepts related to the management and processes of conducting multi-family group interventions that include identifying stages of group dynamics that occur in this type of intervention, characteristics of effective group leaders, skills of organizing a group, some common problems that occur with the structure and process of running family-based interventions in groups and challenges that might happen in groups.

Course 15: Barriers and Challenges to Family Interventions

This course examines on some of the common barriers and solutions to implementing effective family-based prevention programmes in the community, such as, local customs and practices that may limit family participation, and some of the possible solutions that help families participate, despite barriers. It also examines different reasons for adapting programmes and illustrates the best practices in adapting programmes to make them match with the local culture.

Course 16: Interventions with Families: Ethics, Supervision and Self- Care

This course explains the basic principles of and application to working with families based on a model of ethical decision-making. It also examines concepts related to basic child maltreatment, intimate partner violence definitions and reporting, elder abuse, suicide and homicide in youth and adults, and burnout as well as steps for creating a self-care plan.

Course 17: Monitoring and Evaluation of Family Programs

This course discusses the importance of and application of monitoring and evaluation to family-based prevention interventions, the process for developing a monitoring system, and the purposes of process and outcome evaluation for family-based prevention interventions.

Practitioners Specialty Track 2: School-based Prevention

This track introduces the science behind school-based prevention interventions and policies, and the methods used to improve school climate, strengthen policies, and intervene directly with classroom prevention interventions. It provides one track for administrators on effective planning and strategies for addressing school policy and climate; and a second track for teachers primarily on classroom interventions. The eight courses in the track are as follows:

Course 21: Role of Schools in Prevention

This course provides the background information and skills about evidence-based substance use prevention in the school setting. It also builds a knowledge and skill base for school staff to implement and sustain substance use prevention programming in schools.

Course 22: Building Teams for Comprehensive School- Based Prevention

This course describes how to develop and contribute to the Prevention Leadership Action Team (PLAT) that will be responsible for implementing Evidence-based Prevention Interventions (EBIs) in the school. The PLAT is the infrastructure that will support the selection, implementation and evaluation of comprehensive substance use prevention initiatives.

Course 23: Creating Substance Use Prevention Policies in Schools

This course focuses on the process for examining school policy and how to include stakeholders in the policy development and implementation process.

Course 24: Creating A School Prevention Climate

This course explores the concept of a school prevention climate and how that positively affects learning and helps prevent problem behaviour, including substance use.

Course 25: Selecting Evidence-Based School Prevention Curricula

This course describes how to match the needs and climate of the school and classroom to the specific focus of these evidence-based interventions.

Course 26: Action Planning to Create a Comprehensive Substance Use Prevention Initiative

This course outlines the cyclical implementation process that the Prevention Leadership Action Team can use to successfully implement programmes, as well as policies and practices to help children and youth make positive decisions about substances.

Course 27: Positive Classroom Climate

This course describes how to create a positive engaging, protective environment in the classroom regardless of what prevention programme is selected. Such an environment facilitates learning and helps students connect to the goals of the school. It also provides an opportunity to work in teams and practice skills during this course.

Course 28: Interactive Teaching Skills

This course focuses on interactive teaching skills, including modelling and practicing these skills during the training sessions.

Practitioners Specialty Track 3: Workplace-based Prevention

This track presents the science underlying workplace-based prevention interventions and policies, and the methods and strategies workplaces can use to improve their environment and culture. It also provides experiential learning in planning for workplace policy changes and other substance use prevention efforts thus empowering employees to avoid substance use. It consists of the following seven courses:

Course 31: The Role of the Workplace in Prevention

This course describes the role of the workplace in prevention that includes how workplaces in communities impact the local community, how workplace and workforce substance use can impact different types of workplaces, workplace cultures, structures, environments and activities that reduce the likelihood of substance use among workers and workplace characteristics that may increase the likelihood of worker substance use. It also articulates the ethical principles guiding workplace prevention.

Course 32: Why the Workplace is an Important Setting for Prevention

This course discusses the costs of substance use among adults and how it affects local workplace, association between substance use and a variety of workplace performance and interpersonal problems and the components of a “business case for prevention” draft.

Course 33: Key Components of Workplace Substance Use Prevention Policies

This course defines the concept of stakeholders and how to identify stakeholders in the individual organisation. It also describe how different strategies target the workplace environment, social norms and interactions, and individual behaviour, the importance of taking a health and safety approach as well as how drug testing is used as part of prevention in the workplace.

Course 34: Developing Effective Workplace Substance Use Prevention Policies

This course examines the application of the 12 UNODC principles to policy development in the workplace, selection criteria for stakeholders in the development of policy and programme implementation, importance of substance use prevention and policies to stakeholders and others in the workplace and community, and utilisation of the Workplace Policy Template in developing a workplace prevention policy.

Course 35: Overview of UNODC International Standards on Drug Use Prevention

This course discusses the characteristics of and criteria for evidence-based workplace interventions as well as reviews and selects evidence-based interventions for applicability to the individual workplace.



Course 36: Implementing and Adapting Workplace-Based Programs

This course explains the steps in the implementation process and strategies to address the barriers to implementing prevention interventions.

Course 37: Monitoring and Evaluation as Applied to the Workplace

This course describes the importance of evaluation in the workplace, and the concept and process of process evaluation and the collaborative model of evaluation. It also outlines how to select the most appropriate evaluation design for the individual workplace.

Practitioners Specialty Track 4: Environment-based Prevention

This track reviews the science behind effective environment-based prevention interventions and policies – which focus on community-wide strategies to prevent tobacco and alcohol misuse; and illegal drug trafficking and use in various settings and the methods used to identify and successfully implement these interventions. It also provides experiential learning in planning for and implementing environmental policy changes and other community-wide substance use prevention efforts. The seven courses in this track are as follows:

Course 41: Description of the Environmental Approach

This course examines the components of the Environment-based Intervention (EI) track, planning framework, and Etiology Model. It also provides an opportunity to think strategically about how to plan interventions that will last, and reflect the specific culture(s) of an individual's community.

Course 42: Assessment of Geographic Area and Need for Environmental Interventions

This course explains how to do an assessment of the local community including collection and use of the assessment data, define the geographic area or community and identify the specific environments within the community where alcohol, tobacco and other substances are sold, purchased and used. It also examines how to collect and use statistical data to describe the extent and nature of substance use and related consequences.

Course 43: Strategically Build Partnerships to Address Needs - Building a Prevention Team

The course describes the process of building partnerships with other organisations, agencies and individuals in the local community to address substance use prevention needs by building a prevention team representing organizations and groups such as businesses, law enforcement and other governmental agencies, the health care community, and educational institutions.

Course 44: Evidence-Based Environmental Interventions and Policies

This course examines some evidence-based environmental substance use prevention strategies to address substance use and related problems in the local community or country, and how they can affect substance use availability and norms through regulations and enforcement. It also explains how to identify and implement appropriate environmental interventions.

Course 45: Policy Advocacy

This course explains the steps involved in policy advocacy that include understanding various macro-environmental levels of policy change, developing a policy action statement for desired change, identifying implementation and enforcement partners, developing talking points, case statements, and media messages for advocacy, and doing follow up after a policy is adopted or not adopted.

Course 46: Development of a Community Strategic Environmental Prevention Plan

This course discusses the process for the development of a comprehensive community environmental prevention action plan that includes developing a logic model indicating environmental intervention strategies and how they will impact targeted outcomes, identifying and discussing steps involved in each environmental intervention strategy, and anticipating challenges and how to overcome them.

Course 47: Monitoring and Evaluation

This course examines the definitions and purposes of monitoring and evaluation, use of assessment data to establish baseline, target outcomes, and monitor intervention effects, steps for conducting a process evaluation to determine how well an intervention is implemented, and how to use data for ongoing surveillance and writing an evaluation report.

Practitioners Specialty Track 5: Media-based Prevention

This track discusses the science inherent in effective media-based substance use prevention interventions with a focus on developing successful persuasive communications. It also provides experiential learning in planning messages and media for reaching parents and youth in substance use prevention efforts. It comprises the following six courses:

Course 51: Introduction to Media and Their Use in Prevention

This course presents basic information relative to media campaigns including the steps for effective campaign planning. It also underscores the importance of understanding culture and the use of social media.

Course 52: The Nature of Media and Theories of How the Media Affect the Audience

This course describes how the Theory of Planned Behavior forms the foundation for persuasion and is applied in media messaging and media campaigns. It also explains the importance of Hovland's Message Learning Theory of Persuasion and how to apply it to media messages and campaigns.

Course 53: Practical Application of Persuasion in Substance Use Prevention

This course discusses ways in which the media can be used to help people avoid substance use. It also explains how to develop a media campaign to target substance use problems.

Course 54: Improving the Impact of Media Campaigns

This course describes the media's role in prevention and how they work in persuasive prevention. It also presents the advantages of mass media for communication, namely Reach, Return and Rapid Response.

Course 55: Monitoring and Evaluating Media Messages

This course focuses on various aspects related to monitoring and evaluating media messages such as developing measures of the media campaign's audience's knowledge, attitudes, and intentions to use psychoactive substances, using pre-and post-assessments of these measures to determine campaign effectiveness, and determining if persuasive effects found on immediate post-campaign measurement persist over time, at the individual and community levels. It also describes the data necessary to inform the development of effective substance use prevention campaigns in the home context.

Course 56: Applications to Practice

This course provides an opportunity for the application of knowledge acquired and skills learned in the preceding courses to developing an effective media campaign.

Practitioners Specialty Track 6: Community Prevention Implementation Systems

This track explores the science underlying the systems approaches to prevention interventions and presents the primary methods for planning community-wide implementation systems. It also provides experiential learning in planning and working with stakeholders to develop prevention intervention services. It consists of seven courses as follows:

Course 61: Rationale and Conceptual Framework

This course underscores the importance of substance use prevention in the community, micro- and macro- level environmental influences in communities, rationale for using teams to deliver EBIs to a community, need for multi-component prevention, and importance for planning interventions systemically and identifying environmental influences to inform the selection of EBIs. It also outlines a plan for teaching these concepts to a community team.

Course 62: Community-Based Implementation Systems

This course presents the benefits of using a community-based implementation system, identifies reasons why some community teams are successful, and phases of team development as well as how they influence team activities. It also discusses two evidence-based models of community implementation systems.

Course 63: Building a Community-Based Implementation System

This course provides an opportunity to identify and practice strategies that build capacity and foster teamwork, skills related to the roles and responsibilities of team members, and skills and abilities of effective team leaders and members in leadership roles. It also helps the team anticipate, adapt to and plan for change, identify common barriers and develop strategies to overcome challenges to effective teamwork as well as communication skills to teach others about the benefits of using EBIs.

Course 64: EBI Selection and Implementation

This course discusses needs assessment and data sources, strategies for building team capacity, matching community needs to the most appropriate EBIs, the importance of implementation fidelity and the need for adaptations when appropriate as well as the steps for developing a comprehensive implementation plan.

Course 65: Monitoring and Evaluation

This course underscores the importance of evaluation for implementers, evaluations that measure progress, intended outcomes and impact on the community, steps for monitoring team processes and EBI implementation as well as a data system to collect and use information. It also explains how data are used for continuous quality improvement.

Course 66: Sustainability

This course outlines the components of an implementation plan and its application to the community, use of logic models to support high quality implementation and sustainability of EBIs and the community team, sustainability inputs and characteristics of healthy teams, application of organisational and environmental strategies for the sustainability of EBIs and well-functioning teams and the implementation of sustainability concepts to a community team. It also outlines a sustainability plan and strategies to identify and secure resources using different approaches for different audiences.

Course 67: Prevention Systems Thinking and Networking to Build Capacity

This course explores how teams can link to multiple systems and influence multi-level interventions across community domains, basic concepts and benefits of “prevention systems thinking”, ways that community-based teams can network with larger prevention systems within and outside the community and technical assistance assessment.

Practitioners Specialty Track 7: Monitoring and Evaluation of Prevention Interventions and Policies

This track presents primary evaluation methods with a focus on monitoring and process evaluation used to measure outcomes of evidence-based substance use prevention interventions and policies. It also provides experiential learning in planning and monitoring outcomes through exercises and a practicum completed at the end of the track. There are eight courses in this track as follows:

Course 71: Overview of Monitoring and Evaluation

This course reviews key concepts related to monitoring and evaluation, such as its definition and purposes. It also examines the monitoring and evaluation system, and discusses the role of monitoring and evaluation in the Implementation Cycle.

Course 72: Logic Models

This course explains the definition, purposes, structure and limitations of logic models and how they are linked to the monitoring and evaluation system. It also provides examples from two evidence-based substance use prevention interventions, namely LifeSkills Training and Project Towards No Drug Abuse.

Course 73: Types of Data and Data Collection

This course describes two types of data, that is, quantitative and qualitative data. It also explains how to define and describe different data collection methods and how to apply them in an evaluation.

Course 74: Data Analysis and Reporting

This course examines different types of data analysis strategies for qualitative and quantitative data and effective ways to report the findings from monitoring and evaluation activities. It also focuses on how to collect, analyze and display data and report the results of implemented monitoring and evaluation activities.

Course 75: Process Evaluation and Program Monitoring

This course reviews the concepts and procedures for programme monitoring and process evaluation. It also explains how to develop a process evaluation and programme monitoring plan that is linked to needs assessments and the logic model process.

Course 76: Outcome Evaluation

This course discusses the basic principles and practices of the outcome evaluation design and methods such as outcome measures, data collection, data analysis, and reporting.

Course 77: Ethics

This course addresses the ethics underlying monitoring and evaluation when involving the community, collecting and storing data, reporting and ownership of evaluation findings. It also emphasizes the importance of maintaining confidentiality.

Course 78: Monitoring and Evaluation Plan: Review of Practicum 2

This course explains various methods for conducting monitoring and evaluation, components of the monitoring and evaluation system, and how to build logic models based on an understanding of the community or target population needs and intervention intent.



DAP
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