



TRAINING FOR TREATING  
ADOLESCENTS WITH SUBSTANCE USE  
DISORDERS

Trainer Manual

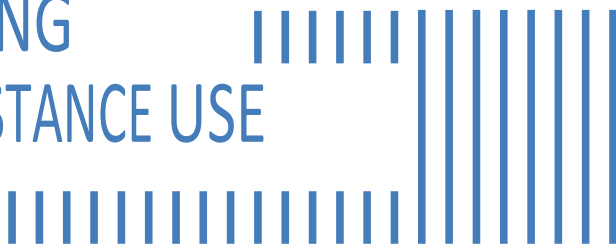


OAS | CICAD





# TRAINING FOR TREATING ADOLESCENTS WITH SUBSTANCE USE DISORDERS



## Table of Contents

|  |                                     |
|--|-------------------------------------|
| Part I: Trainer Orientation .....        | 5                                   |
| INTRODUCTION .....                       | 6                                   |
| THE TRAINER .....                        | 11                                  |
| THE TRAINER MANUAL.....                  | 7                                   |
| THE PARTICIPANT MANUAL.....              | 9                                   |
| THE LEARNING APPROACH .....              | 13                                  |
| PREPARATION .....                        | 15                                  |
| PART: Evaluation Forms .....             | 20                                  |
| <b>OVERALL TRAINING EVALUATION</b> ..... | 23                                  |
| PART: Training Modules.....              | <b>Error! Bookmark not defined.</b> |
| TRAINING INTRODUCTION .....              | <b>Error! Bookmark not defined.</b> |

## **Acronyms**

AOD = Alcohol and Other Drug Disorders

CICAD = Inter-American Drug Abuse Control Commission

# Part I: Trainer Orientation

## INTRODUCTION

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The Inter-American Drug Abuse Control (CICAD)'s mission is to Enhance the human and institutional capacities of its Member States to reduce the production, trafficking and use of illegal drugs, and to address the health, social and criminal consequences of the drug trade in the Americas

**Hemispheric Drug Strategy:** Demand reduction requires, in accordance with the situation and magnitude of the drug problem in each country, the implementation of a variety of evidence-based prevention programs, aimed at distinct target populations, which together constitute a comprehensive system. From a methodological and design standpoint, these programs should be systematic, with specific measurable objectives. Drug dependence is a chronic, relapsing disease that is caused by many factors, including biological, psychological or social, which must be addressed and treated as a public health matter, consistent with the treatment of other chronic diseases

The purpose of this training is twofold; first to provide an overall conceptualization of substance use and abuse in the adolescent population, current trends, latest research and raise the problem of adolescent substance abuse as a public health problem. Second, to teach and practice competencies in the assessment and treatment of substance abuse in the adolescent population, families and societies globally.

Adolescent substance use and abuse is a public health problem at the global level. Adolescent substance abuse contributes to the deterioration of societies that can last their entire lifetime. As such, there is a need to equip lay counselors, grassroots programs/organizations and government-funded programs across the globe to effectively understand and treat substance use and abuse in the adolescent population. The current training provides current research on the trends of adolescent substance abuse, effective evidenced-based assessment and treatment modalities for working with youth.

Utilization of this manual can vary as each context might have to adapt information to context and culturally relevant language that applies to diverse contexts. The goal of this curriculum is to provide a wide range of information so that each context can then adapt it to their specific population if necessary.

### **Training Introduction Goals:**

#### **Goals:**

- Create a positive learning community and environment.
- Provide guidance on how to teach the curriculum.
- Discuss training methodology.
- Provide an overview of the training modules.
- Provide materials to evaluate the content and effectiveness of the training.

## **THE TRAINER MANUAL**

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This *Trainer Manual* has five parts:

- Part I—Trainer Introduction (this section);
- Part II—Master Agendas;
- Part III—Evaluation Forms & Pre/Post Tests;
- Part IV—Training Modules;
- Part V—Appendices.

### **Part II - Master Agenda**

The Master Agenda is included for planning. This training is designed to be delivered over 15 consecutive days, as reflected on the Master Agenda. However, the modular structure allows for flexibility. If necessary, the training could be offered over several weeks (with some modifications), although all modules should be delivered in the order in which they are presented in the manual. If your context does not utilize the optional module, you can make necessary adjustments to the agenda.

The times indicated for module activities are guidelines. Actual times will depend on each training group's size and participation level based on participants' learning needs, time can be allotted by the trainer than is indicated on a particular topic. The Master Agenda also assumes that the training day will be delivered within working hours. The trainer should prepare a daily schedule for participants, using actual start and end times.

### **Part III - Evaluation Forms**

Evaluation Forms includes two types of forms: general evaluation forms and pre/post tests for each module. The general evaluation forms include a Daily Evaluation form for participants to complete at the end of each day of training and an Overall Training Evaluation form to be used at the end of the training. The Daily Evaluation helps the trainer identify whether adjustments need to be made during the training. The Overall Training Evaluation provides an overall look at participants' experiences. Participants need to know completing the forms is important and their feedback will improve training content and delivery over time.

The pre/posttests address the knowledge, skills and attitudes covered in each of the individual modules. These brief questionnaires assess both the quality of the material and its presentation, as well as the participants' integration of the material in each module.

### **Part IV - Training Modules**

The Training Modules provides instructions for presenting the eight modules in the curriculum. Each Module in the manual includes:

- A Preparation Checklist;
- A timeline;
- List of materials and teaching methodology;



- An overview of goals;
- Presentation and exercise instructions;
- Exercise materials;
- Copies of the PowerPoint slides.

Trainer presentations are written with instructions and script text following each corresponding slide. Trainers should feel free to use their own words and add examples. Adding real-life examples enriches the training experience but needs to be balanced with time considerations. At the same time, please note that the style of interactive lecture used throughout this curriculum guides the trainer to solicit examples from participants first, then to offer examples of one's own.

#### **Part IV - Appendices**

Appendices includes:

- Appendix A—Suggested Handouts for Distribution; and
- Appendix B—References

Appendix B—Research references are particularly important. This appendix provides resources for background reading on major curriculum topics to help trainers become as familiar as possible with the curriculum topics.

## **THE PARTICIPANT MANUAL**

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Trainers must tell participants to bring their manuals with them each day. The Participant Manual contains the following:

- The overall training goals
- Learning Objectives for each of the modules
- Handouts of the PowerPoint slides with space for taking notes
- Case studies/Role plays

The trainer also provides each participant with a notebook. It can be a spiral-bound notebook, a lined notepad, or simply pieces of paper stapled together. Participants use the notebook as a journal, for specific writing exercises, and to note:

- Shared resources they would like to review later;
- Topics they would like to read more about;
- A principle they would like to think more about;
- A technique they would like to try;
- Ways to use their new skills and knowledge in their practice; and
- Possible barriers to using new techniques.

## OVERVIEW OF TRAINING MODULES

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The training series is comprised of six separate modules:

### **Module 1:** Introduction to Adolescent Substance Use

- This module provides an introduction and conceptualization of the topic of adolescent substance abuse.

### **Module 2:** Adolescent Development

- This module provides an overview of the development of the adolescent at the physical, emotional, mental, cognitive, and neurological levels.

### **Module 3:** Trauma and Trauma-Informed Care

- This module provides in-depth conceptualization of Trauma-informed Care (TIC) and skills to work with youth.

### **Module 4:** Screening and Assessment Adolescents

- This module provides techniques, tools and practice of methodologies to screen and assess youth.

#### **Module 5:** Adolescent Treatment Interventions

- This module provides a range of treatment interventions that are effective in treating adolescent substance abuse. It also conceptualizes the importance of treatment at the individual, relational, community and societal levels.

#### **Module 6:** Gangs (Optional Module)

- This optional module provides information on the nature of gangs and can be utilized in contexts where this is a common problem.

Each module is self-contained; however, participants generally should complete each module in order.

## THE TRAINER

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### **Trainer qualifications**

This curriculum can be implemented by individuals with previous training/teaching experience and experience working with youth. However, trainers should have had this or similar training and be familiar with the youth population. Trainers for this course should have the following knowledge and skills:

- A working knowledge of the curriculum content;
- Experience working with adolescents and with AOD use;
- Experience using research-based techniques;
- Ability to facilitate adult group learning, including use of diverse exercises, case studies, and group exercises that address multiple learning styles;

- Understanding and sensitivity to culturally relevant issues specific to both the participants and the client treatment populations; and
- Ability to work with participants in a positive, empathetic manner.

Two trainers, or co-trainers, are essential for multiday courses. In addition, a support person to help with logistics is ideal, particularly with training groups of more than 20 participants.

### **Trainer demeanor**

A professional appearance is an important aspect of this training. You will be perceived as an expert on the subject matter; therefore, a clean and professional demeanor is key to be a successful trainer.

There is only one opportunity to make a good first impression. In the first minute of meeting someone new, people make multiple assumptions about the new person. For example; the new person's levels of expertise, success, education, and knowledge. Most people start making these assumptions before a single word is uttered. They process visual information and quickly form opinions. Attire, grooming, posture, and facial expressions affect these opinions.

The following guidelines may be useful:

- Clothing says a lot about a person. Dressing one level above that of the training participants shows respect for them. On the one hand, dressing too casually or sloppily signals that the trainer does not take the relationship seriously. On the other hand, dressing too formally places distance between the trainer and the participants.

- “Flashy” is distracting at best. Flashy or large earrings, necklaces, and watches focus participants’ attention on the objects, not on the content of the training.
- Careful personal grooming (brushed teeth, combed hair, a fresh shave or trimmed beard, clean fingernails) says that the trainer cares about what others think of him or her.
- Perfumes and colognes can be distracting and should be avoided. Many people have allergies or simply dislike certain scents. Ensure that fragrances don’t force participants out of the training room!
- Neither the trainer nor the participants should chew gum during the training sessions.

## THE LEARNING APPROACH

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### The adult learner

Although some didactic presentation by the trainer is necessary, the training series relies heavily on interactive lecture, collaborative exercises and other learner-directed activities. Adults have a great deal to offer the learning process, having already accumulated knowledge through their education, work, and other experiences. The curriculum provides opportunities for the trainer to encourage participants to share their relevant experience and knowledge with others and to connect them with the curriculum content. This process also facilitates increased partnerships and collaborations when participants return to their home communities.

The training series follows the premise that training of adult learners should be based on the following principles:

- Focus on real-world problems;
- Emphasize how the information can be applied;

- Relate the information to learners' goals;
- Relate the materials to learners' experiences;
- Allow debate of and challenge to ideas;
- Listen to and respect the opinions of learners;
- Encourage learners to be resources for the trainer and for one another; and
- Treat learners with RESPECT.

## The approach

The learning approach for the training series includes:

- Trainer-led presentations and discussions;
- Interactive lectures;
- Brainstorming sessions
- Small-group exercises and presentations;
- Case Studies and presentation;
- Skills role-plays

Role-plays and other exercises are important parts of the training approach. The trainer can help participants feel safe during and learn from these experiences by:

- Ensuring that participants understand what they are to do or observe;
- Affirming role-players' willingness to participate;
- Offering assistance as needed; and
- Using nonjudgmental language and tone during debriefings (e.g., What was it like for you being the client? What was the hardest part for you as the worker?).

It can also be helpful to have participants stand up and literally shake off the roles they were playing before continuing the training.

## PREPARATION

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Major training preparation tasks include:

- Logistical planning, including scheduling, selecting the site, and obtaining or arranging for equipment and supplies at the site;
- Selecting and preparing participants; and
- Becoming thoroughly familiar with the curriculum.

Scheduling and site selection are connected. If a hotel site is used, planning needs to begin several months ahead of time.

### The training space

An attractive, well-organized training space can enhance a participant's learning experience. The room must be large enough to accommodate all participants and small groups. Seating small groups at round tables is ideal because it saves significant time moving into and out of small groups for the many exercises. The trainer must be able to rearrange the room and seating for presentations and exercises. Additional small tables around the edges of the room can hold supplies, learning materials, and trainer materials.

The ideal space is not always possible, however, If the space is not large enough to accommodate tables, small groups can always push back chairs and work on the floor if participants are comfortable doing so. Using more than one room at a site can help with space for small-group activities. However, no more than two rooms should be used because it is helpful to have a trainer present in each room to continuously monitor the group process. The training space must provide privacy for role-plays and other activities.

The trainer can create colorful posters or mobiles to add life to the training room. Posters can present key concepts, such as the stages of change. Playing music

softly as participants enter the training room (and, when appropriate, during some activities) creates an inviting atmosphere and relaxes participants. Providing tea, coffee, water, and snacks for refreshment breaks encourages participants to mingle and talk with one another during these times. Participants will need information on where to get lunch, if it is not provided.

### **Equipment and supplies**

The PowerPoint presentations require a laptop computer, a projector, and screen. A remote control for the projector allows the trainer to move freely around the room. If a remote is not available, the co-trainer who is not currently presenting or a training assistant can advance slides.

If a PowerPoint projector is not available (or breaks down during the training!), the training can continue without it. The *Participant Manual* has copies of all slides, and the *Trainer Manual* has all the information to explain each slide.

At least one whiteboard (with markers), several pads or rolls of easel pad paper, tape, and blank paper are essential to the training. The Preparation Checklist in each Module indicates the specific supplies needed for the module.

### **Participants (audience)**

This training is intended for individuals who actively work with adolescents with substance use and abuse challenges. This can include; case managers, lay counselors, therapists, social workers, and other officials within each context who work with adolescents. It is ideal that participants have more than two years of experience working with youth.

### **Selecting and preparing participants**

Ideally, the training group should be large enough to be divided into at least four small groups of at least four participants each, but the training materials can be



adjusted for smaller training groups. The training group should not be larger than 25 participants and should comprise the same members throughout the training modules.

The trainer can prepare participants for learning and increase their positive expectations before the training begins by sending participants a pre-training package that contains items such as:

- Friendly, enthusiastic welcome letter;
- The training Master Agenda and;
- Training goals and learning objectives

The trainer also could ask participants to bring a picture or object that makes them feel relaxed and that can be used to decorate the training space. An energizer on the first day could involve discussing participants' pictures or objects with the group and placing them in the room. This activity indicates that the trainer cares about participants' comfort and that the training may be different from what participants are accustomed to. When possible, a personal call from a trainer can engage participants and give the trainer useful information about them and their level of interest and motivation.

### **Becoming familiar with the curriculum**

Trainers should read the curriculum, study it, and make sure they understand the training goals and learning objectives of each module and are fully prepared to facilitate the exercises. The better a trainer knows the material, the more s/he can focus on the participants. Solid preparation helps a trainer relax and be more engaging. Co-trainers should strategize their roles and responsibilities ahead of time. The content and timeline box in each module have a column labeled "Person Responsible." This page should be photocopied so that trainers can use it

for multiple training groups. Co-trainers can specify in this space the training sections for which each will take primary responsibility. Depending on the match of presentation styles and personalities, some trainers choose to deliver entire modules before switching roles; others prefer to switch roles more frequently. Other decisions to make include:

- When each co-trainer will capture comments from participants on newsprint or act as timekeeper;
- What the expectations are for individual and small-group process observation; and
- Whether content contributions are accepted and/or expected from the non-presenting co-trainer.

### **Customizing the curriculum**

The trainer should be prepared to share his or her examples. Whenever possible, the trainer should describe experiences with particular techniques used with clients. The trainer should discuss any adaptations that were necessary for applying techniques to members of ethnic, cultural, or gender groups. The trainer should also ask participants to share experiences from their work to ensure that the training addresses specific concerns.

The trainer also must have a good understanding of the needs of the training group and be prepared to adapt the training accordingly. For example, the trainer may need to:

- Simplify the language (particularly clinical terms and jargon) to make concepts easier to understand;
- Allow more time for participants to understand concepts that may be foreign to their cultural worldview or personal experiences;

- Be more participative with providing examples if participants have limited experience with adolescents; and
- Be creative (e.g., use metaphor or traditional storytelling to make a point).

### **Important!**

Although the curriculum can and should be adapted to suit participants' needs and trainers' personalities and training styles, trainers must maintain the integrity of the content. For example:

- The logistics of an exercise may be changed, but the learning objectives should remain the same and be met.
- Group discussion is a valuable part of learner-directed training, but trainers need to manage the time well and not let undirected discussion replace information dissemination or practice exercises.
- Trainers should not assume that participants already know certain information; sections should not be skipped. This training is for individuals new to the area of adolescent substance misuse; participants need all the information in the curriculum.
- Training timelines allow for interactivity and creativity. However, trainers must remember that adding extra exercises and allowing extended discussion will increase the time needed to complete the module.

# PART: Evaluation Forms

Date: \_\_\_\_\_ Trainer 1: \_\_\_\_\_

Trainer 2: \_\_\_\_\_

Trainer 3: \_\_\_\_\_

To be completed at the end of each day by training participants.

| Please indicate your agreement with these statements about today's training session. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. The training was well organized.  |                |       |         |          |                   |
| 2. The trainers were knowledgeable about the subject.                                |                |       |         |          |                   |
| 3. The trainers were well prepared for the course.                                   |                |       |         |          |                   |
| 4. The trainers were open to participant comments and questions.                     |                |       |         |          |                   |
| 5. The training topics were relevant to my work.                                     |                |       |         |          |                   |
| 6. I expect to use the information gained from this training.                        |                |       |         |          |                   |
| 7. I would recommend this training to a colleague.                                   |                |       |         |          |                   |

Please complete the following statements:

One thing I learned today that I plan to use in my work is...

\_\_\_\_\_

What I liked best about today's training was...

\_\_\_\_\_

I wish there had been more information about...

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Today's training could have been better if...

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**Other comments**

# OVERALL TRAINING EVALUATION

Date: \_\_\_\_\_ Trainer 1: \_\_\_\_\_

Trainer 2: \_\_\_\_\_

Trainer 3: \_\_\_\_\_

To be completed at the end of each day by training participants.

| Please indicate your agreement with these statements about today's training session.                      | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| <b>Training Methodology</b>   |                |       |         |          |                   |
| 1. The training objectives were clearly stated.   |                |       |         |          |                   |
| 2. Objectives of the training were achieved.  |                |       |         |          |                   |
| 3. Material was clearly presented.  |                |       |         |          |                   |
| 4. The training activities/exercises allowed the practice of important concepts.                          |                |       |         |          |                   |
| 5. The training provided balance among presentations, activities, participant questions, and discussions. |                |       |         |          |                   |
| 6. The training topics were relevant to my work.  |                |       |         |          |                   |
| 7. I expect to use the information gained from this training.   |                |       |         |          |                   |
| 8. I would recommend this training to a colleague.  |                |       |         |          |                   |
| 9. The training modules were presented in a logical order.  |                |       |         |          |                   |
| <b>Training Materials</b>   |                |       |         |          |                   |
| 1. Visual aids were adequate and facilitated the learning process.  |                |       |         |          |                   |

2. Manuals were helpful and facilitated understanding of the topics.

3. Translation services (if applicable) were adequate and facilitated the learning process.

**Trainers (for each trainer)**

1. a. Trainer 1 was well prepared.

b. Trainer 2 was well prepared.

2. a. Trainer 1 was knowledgeable about the subject matter.

b. Trainer 2 was knowledgeable about the subject matter.

3. a. Trainer 1 communicated the material in a meaningful way.

b. Trainer 2 communicated the material in a meaningful way.

4. a. Trainer 1 provided clear answers to participant questions.

b. Trainer 2 provided clear answers to participant questions.

5. a. Trainer 1 promoted engagement and participation.

b. Trainer 2 promoted engagement and participation.

**Please complete the following statements:**

The most useful module was...

The least useful module was...



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Before this training is presented again, I suggest the following changes:

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I would be interested in having further training on these topics:

Other comments

