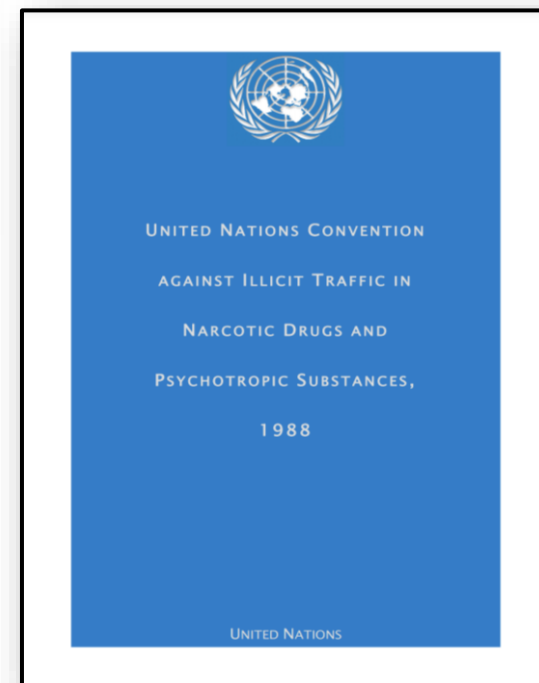
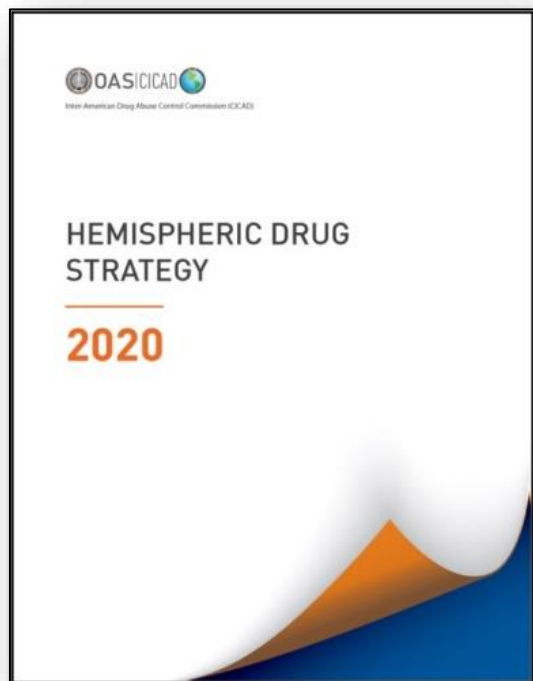
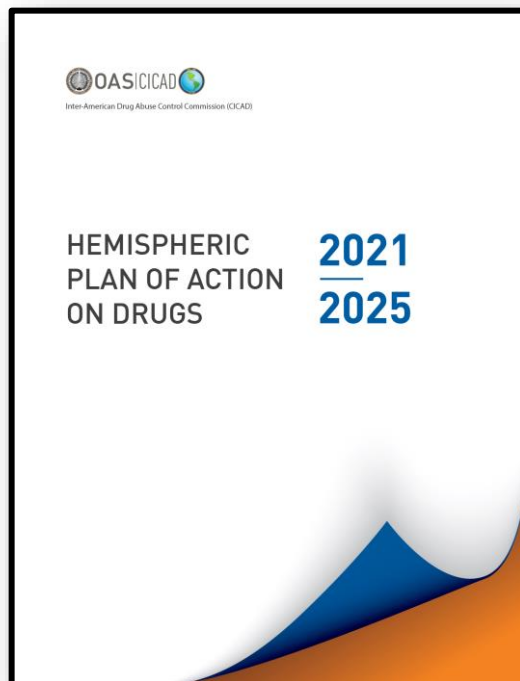




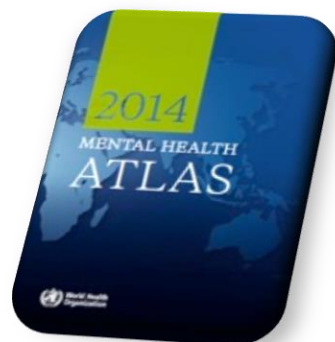
Online course “*UTC for healthcare professionals*”



José Luis Vázquez Martínez



Hemispheric Overview



2014

- per capita funding for Mental Health (not including specifically for SUD):
 - \$**1.53** USD low income
 - \$1.96 USD middle income
 - \$**58.73 USD high income**
- Insufficient capacity and human resources



2013

- Fragmented and segmented treatment network
- **Limited professionals** and services
- Treatment integration requires **investment** and **specialized training**



Organización Panamericana de la Salud



Organización Mundial de la Salud

OFICINA REGIONAL PARA LAS Américas

Resources to Address Substance Use in the Americas

2014

- Incipient role in Primary Care
- Specific **treatment** programs with **unknown coverage**
- Systems not integrated to Health Services Network

UTC and UPC

Universal Treatment Curricula



Universal Prevention Curricula



Adaptation and Translation of Manuals



Inter-American Working Group



Health professionals who care for persons with Drug Use Disorders






- Basic functions
- Competencies

- Screening & Early Intervention
- Treatment & Rehabilitation
- Monitoring & Follow-up

PROPOSAL

UTC for Healthcare Professionals

UTC Materials for Healthcare Professionals

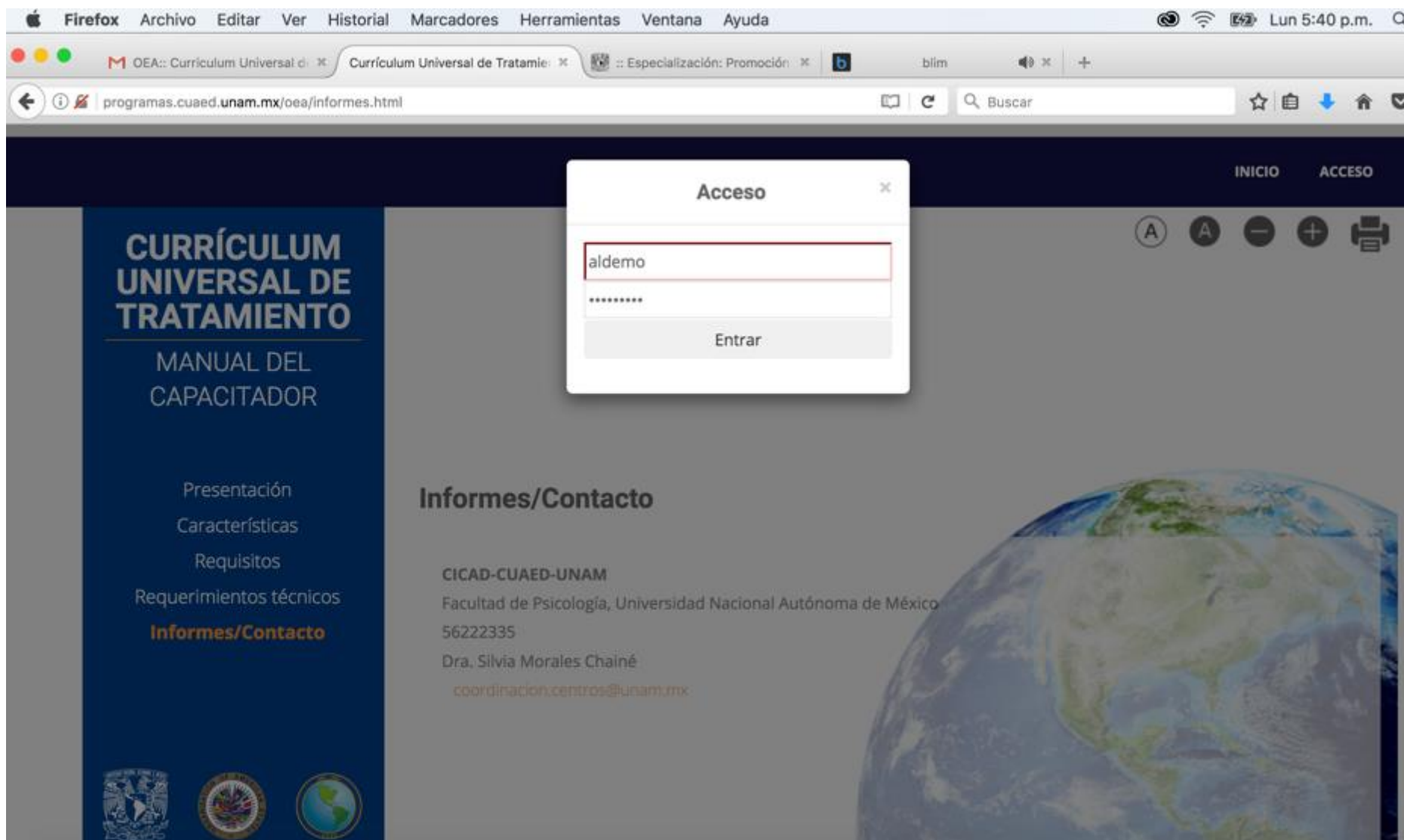
 <p>In-depth Manual</p>	 <p>Trainer's Manual</p>	 <p>Participant's Manual</p>	 <p>Slides</p>	 <p>Technological Innovation Moodle®</p>	
<p>Objectives</p>	<p>Textbook for in-depth review of all topics</p>	<p>Pedagogical guide to conduct training activities</p>	<ul style="list-style-type: none"> • Provide print material to participants • Diary/journal 	<p>Convey knowledge/content and information of In-depth Manual</p>	<ul style="list-style-type: none"> • Technologic resources for on-line training • Permanent availability
<p>Target population</p>	<p>Healthcare professionals that will be trained on UTC</p>	<p>Trainers that will conduct different training activities</p>	<p>Healthcare professionals that will be trained on UTC</p>	<p>Healthcare professionals that will be trained on UTC</p>	<p>Healthcare professionals that will be trained on UTC</p>
<p>Formats</p>	<ul style="list-style-type: none"> • Print • Electronic (PDF, to spread through internet) 	<ul style="list-style-type: none"> • Print • Electronic (PDF, available only for trainers) 	<ul style="list-style-type: none"> • Print • Electronic (PDF, to spread through internet) 	<ul style="list-style-type: none"> • Electronic <ul style="list-style-type: none"> ✓ PDF (open access) ✓ Power Point (trainers) 	<ul style="list-style-type: none"> • Moodle® platform with log-in controlled access

Slides

- Main pedagogic resource
- Provide information from training content
- Standard format
- Useful to illustrate the content



Moodle platform for online training



The image shows a web browser window displaying the Moodle login page for the 'CURRÍCULUM UNIVERSAL DE TRATAMIENTO' course. The browser's address bar shows the URL 'programas.cuaed.unam.mx/oea/informes.html'. The page features a dark blue header with navigation links 'INICIO' and 'ACCESO'. A central white modal box titled 'Acceso' contains a login form with the username 'aldemo' and a masked password '*****', and an 'Entrar' button. The main content area is divided into a left sidebar with a table of contents and a right section titled 'Informes/Contacto' with contact information for CICAD-CUAED-UNAM. The background of the page features a large image of the Earth.

Firefox Archivo Editar Ver Historial Marcadores Herramientas Ventana Ayuda Lun 5:40 p.m.

OEA: Currículum Universal de Tratamiento :: Especialización: Promoción

programas.cuaed.unam.mx/oea/informes.html

ACCESO

Acceso

aldemo

Entrar

CURRÍCULUM UNIVERSAL DE TRATAMIENTO


MANUAL DEL CAPACITADOR

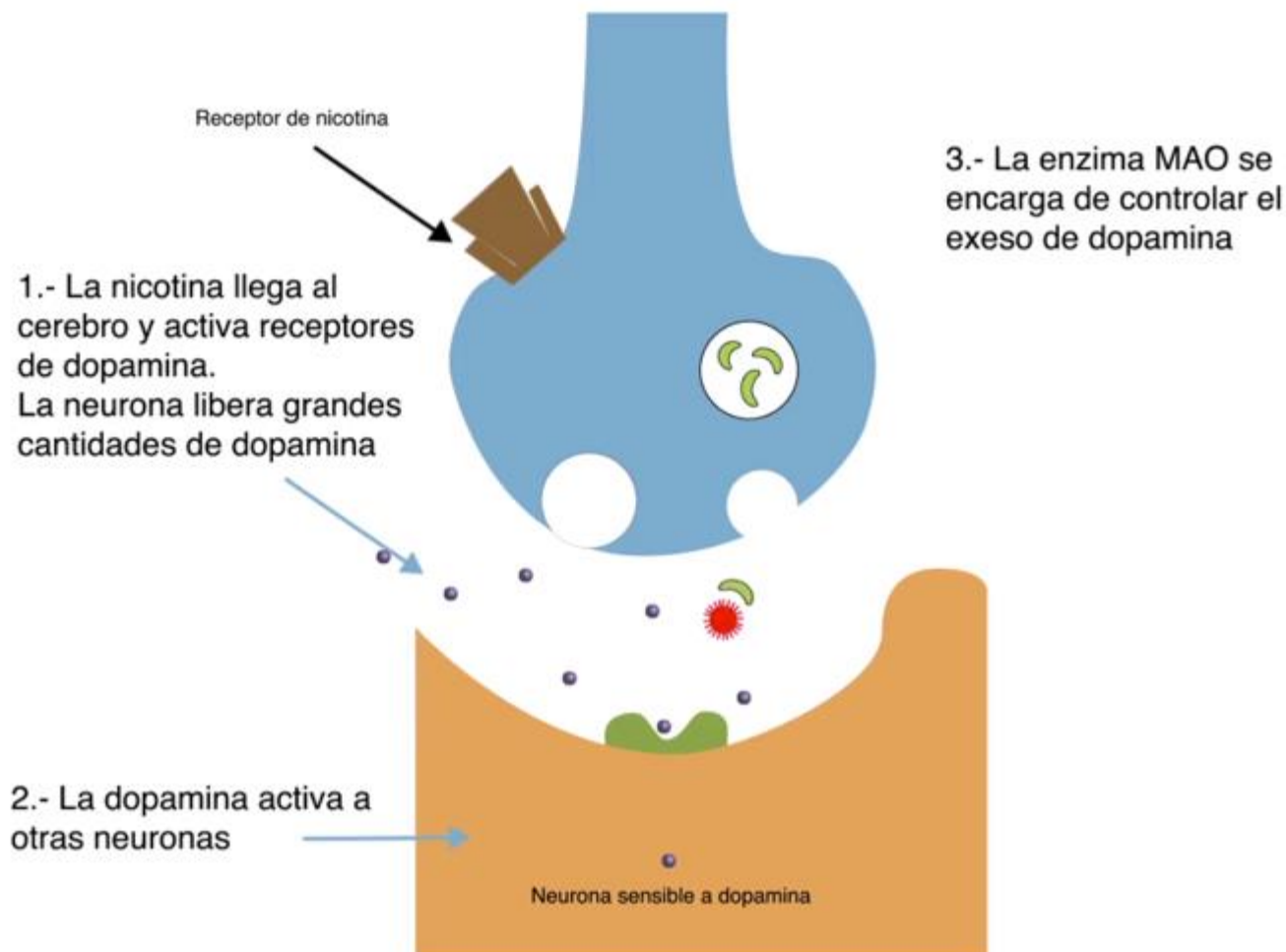
- Presentación
- Características
- Requisitos
- Requerimientos técnicos
- Informes/Contacto**

Informes/Contacto

CICAD-CUAED-UNAM
Facultad de Psicología, Universidad Nacional Autónoma de México
56222335
Dra. Silvia Morales Chainé
coordinacion.centros@unam.mx

Moodle platform for online training

Pulse  para ver la animación.



Moodle platform for online training

Guía de Intervención mhGAP

Uso de drogas y trastornos por el uso de drogas > < DRO 1

Guía de Evaluación y Manejo para Casos de Emergencia



Moodle platform for online training

Situación

Consecuencias del consumo

Alternativa

Riesgos

- Dígame, ¿en qué situación le sería difícil no consumir y que se pudiera presentar durante estos tres meses en que estableció su periodo o muestra para no consumir?
- Sí, la verdad no sé si pueda mantener mi meta el día de mi cumpleaños, porque siempre tomo para celebrar
- Bien. Entiendo que es un día especial al año donde siempre acostumbra festejar consumiendo. Pero dígame, ¿cuáles serían las razones por las que le conviene no consumir en esta ocasión?

Cerrar

Consecuencias del consumo



amiento

Peer Review at Cartagena, Colombia



TRAINING PILOT

UTC for Healthcare Professionals

Participants in UTC Healthcare Professionals pilot

W
M
T

		Psychology		Medicine		Social Work		Nurses		Psychiatry		Other		TOTAL	
Argentina	W	71	8	4	1	3	0	3	2	1	1	13	3	95	15
	M	79		5		3		5		2		16		110	
Colombia	W	25	8	2	1	1	0	3	0	0	1	0	0	31	10
	M	33		3		1		3		1		0		41	
El Salvador	W	21	6	14	11	4	0	14	3	3	1	0	0	56	21
	M	27		25		4		17		4		0		77	
Mexico	W	154	46	7	14	67	4	8	3	1	0	24	15	261	82
	M	200		21		71		11		1		39		343	
Uruguay	W	57	15	4	1	17	2	6	5	0	0	14	7	98	30
	M	72		5		19		11		0		21		128	
TOTAL	W	328	83	31	28	92	6	34	13	5	3	51	25	541	158
	M	411		59		98		47		8		76		699	

Tools for evaluation of participants in pilot

All modalities

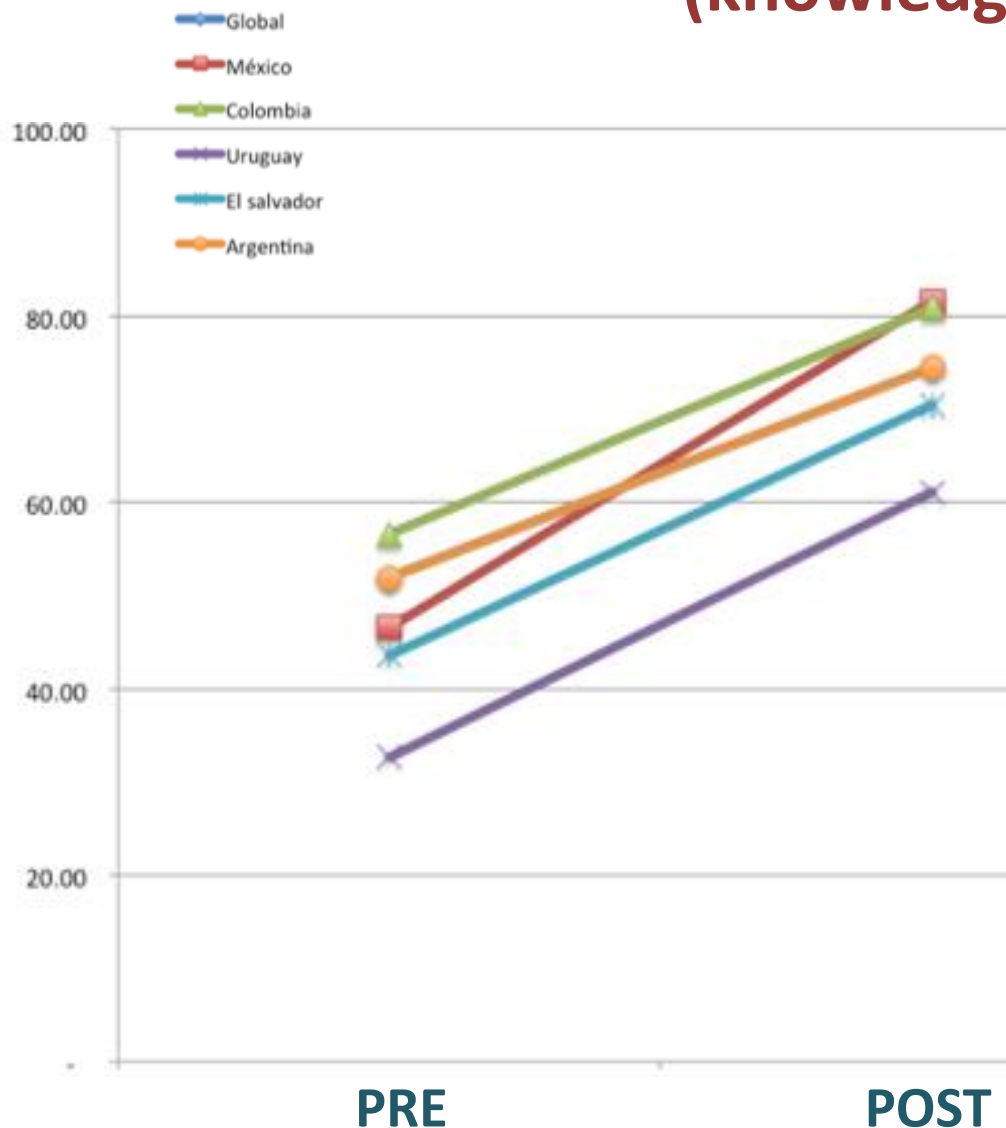
Written knowledge evaluation: 90 multiple choice questions about: 1) basic concepts, 2) modification of drug use behavior 3) brief intervention

Mixed and On-line modalities

Skills evaluation: 12 case studies: skills (questions 1-8) and attitudes (questions 9-12). Scale: 0 points = “no domain”, 1 point = “in process” and 2 points = “full domain”

Conduct evaluation: 29 skills and 13 attitudes through direct observation of simulated situation (implementation of Brief Intervention linked to ASSIST). Scale: 0 points “no presence of skill/attitude”, 1 point “presence of skill/attitude”

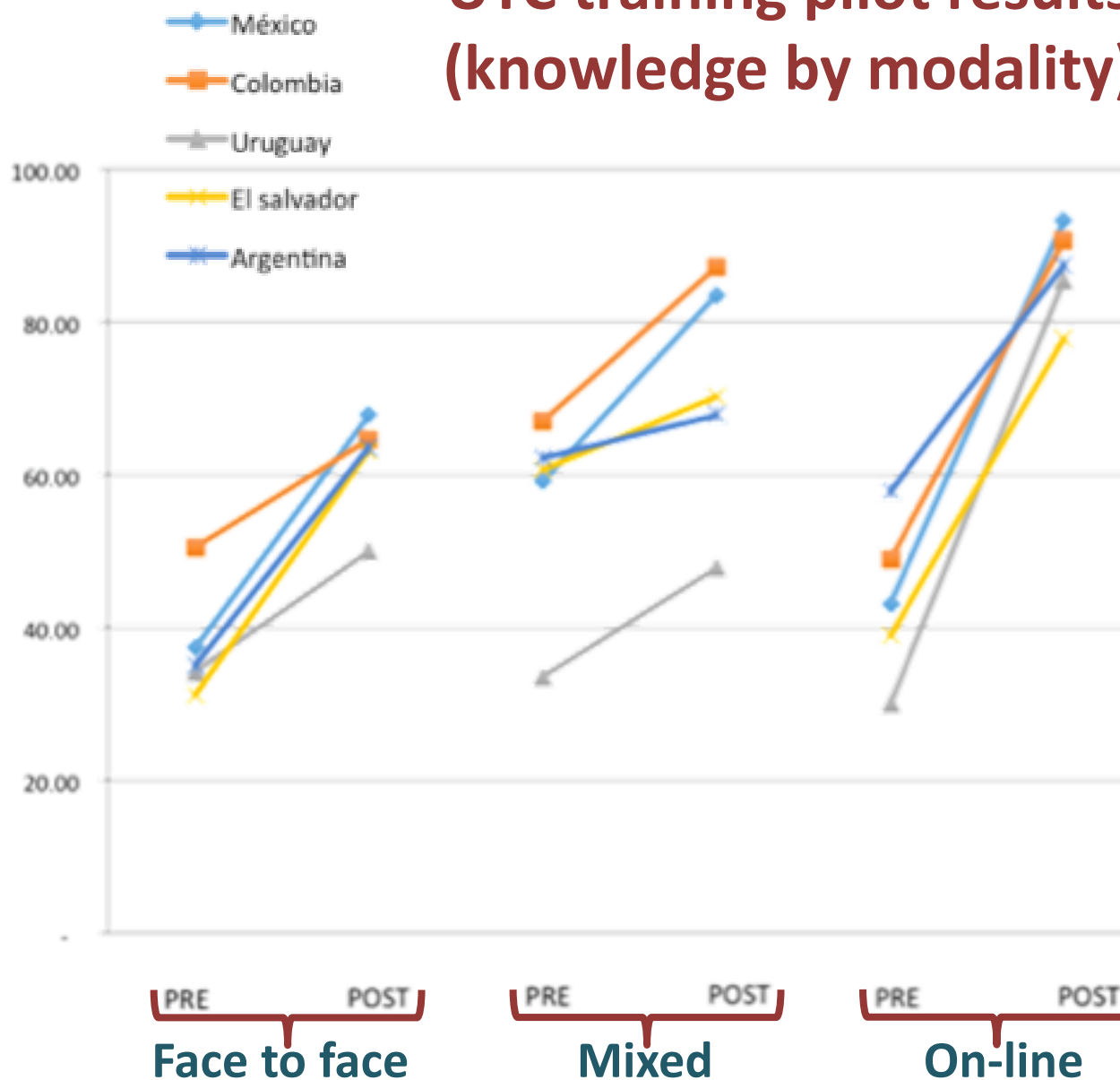
UTC training pilot results (knowledge)



After training (40 hours long), participants increased their knowledge about:

- Neurobiological basis
- Psychosocial foundation
- Screening
- Brief intervention
- Treatment foundation

UTC training pilot results (knowledge by modality)



- All modalities provide 40 hours of training
- The greatest increase of knowledge happened in the on-line modality (low cost)

UTC pilot results

Direct Observation (face-to-face and mixed modalities)

Competencies acquired

- Identify drug use pattern
- Identify problems due to drug use
- Discuss need for screening
- Provide feedback
- Encourage change
- Offer Brief Intervention
- Help to generate plans of action
- Perform reference
- Attitudes towards emotional dealing with persons

Brief intervention

- Ask
- Discuss
- Establish Therapeutic Goals
- Walk along during therapeutic process
- Provide feedback
- Perform follow-up

Attitudes

- Motivation
- Communication skills
- Empathy



UTC pilot results (participant satisfaction)

Percentage of Satisfaction (%)	
This training will allow me to perform early detection and reference of problematic drug use cases (when needed)	90.41
This training expanded my knowledge about drug use disorders	92.45
I'm satisfied with the performance of trainers	91.33
Training material used in the training, of which I received a copy, helped me to learn	89.34
This training will allow me to train other non-specialized healthcare professionals	81.51

Conclusions

- With 40 hours of training, there was an increase in knowledge
- Use of **Technologies of Information** greatly favored the acquisition of **knowledge** compared to traditional face-to-face strategies
- The behavioral evaluation determined **skills** for the **brief intervention: ask, dialogue, goal setting, walk together along** the elaboration of action plans, provide **feedback** on the execution and planning the **follow-up (IDEARSE in Spanish)**, as a result of the training of 40 hours in face-to-face and mixed modalities.
- The developed materials allow the acquisition of **competencies: knowledge, skills and attitudes** in **non-specialized** health **professionals** that provide **primary** care of addictions

<http://programas.cuaed.unam.mx/oea/>



THANK YOU SO MUCH FOR YOUR ATTENTION