

## **Course Description**

### **SEMESTER I**

#### **Fundamental Concepts of Substance Abuse**

##### **MODULE OBJECTIVES**

At the end of this course participants will be able to:

- Define and distinguish between substance use, abuse and dependence
- Give examples of common substances of abuse and substance induced disorders
- Describe substance misuse as a chronic medical illness
- Discuss risk and protective factors influencing substance misuse
- Explain the public health implications of substance misuse
- Describe the relationship between illicit drug use and crime
- Demonstrate the cost of substance misuse
- Give examples of personal and societal responsibilities in the onset of substance misuse
- Summarize current approaches to managing drug abuse, with particular reference to Primary, Secondary and Tertiary prevention.
- Summarize the stages of motivational change in the process of addiction treatment
- Familiarize themselves with important components in designing a questionnaire for determining the prevalence of substance abuse in a community sample

##### **MODULE OVERVIEW**

This course provides an overview of the fundamental concepts in substance abuse. The contents of this course will help to introduce participants to terminologies used in substance abuse as well as their definitions. Participants will be provided with a comprehensive overview of the drugs of abuse that are most commonly used in the Caribbean, in addition to an overview of common substance induced disorders. Factors (historical, geographic, economic, socio-cultural, genetic) impacting on substance misuse in the Caribbean will be covered.

It describes the problems associated with substance misuse (personal, public health, family, social, economic), explaining the transition from experimentation with drugs to dependence, identifying substance misuse as a chronic medical illness. Personal and societal responsibilities in the onset of substance misuse are highlighted and the cost of substance misuse to the Caribbean is discussed. It lists strategies for controlling substance abuse and describes the different approaches to treatment as well as the different treatment settings for managing substance abuse. It also describes the intricate role that motivation plays in substance abuse treatment.

##### **Overview of Addiction Intervention**

## MODULE OBJECTIVES

On completion of this module, you will be able to:

- Identify mood altering substances most frequently abused in your community.
- Explain the biological, psychological and social origins of substance addiction.
- Describe the different theoretical approaches used to guide intervention in substance addiction.
- Describe patterns of use and recovery inherent in substance addiction.
- Conduct assessments to determine substance abuse/addiction.
- Differentiate between treatment settings pertinent to substance addiction.
- Explain substance addiction intervention at the micro, mezzo and macro levels.
- Have an appreciation of the various self-help programmes that support abstinence from substance addiction.
- Explain the relevance of harm reduction as a substance addiction intervention modality.
- Explain the impact the drug court can have on substance addiction intervention in the Caribbean.

## MODULE OVERVIEW

This module will introduce you to different intervention approaches, concepts and strategies applicable to substance abuse intervention from the micro to the macro level. The content of this module seeks also, to familiarize you with the, definition of key terms often used in discussions of substance addiction intervention; stages of substance dependence and theoretical perspectives used in explaining substance dependence; the biopsychosocial bases of substance addiction and assessment in substance addiction intervention will also be covered. In addition, special issues such as harm reduction and the drug court system pertinent to substance addiction and intervention will be introduced.

The module is aimed at enhancing the knowledge base of individuals currently working in the field of substance abuse and to bring new knowledge to those who are not in this field of work, but desire to be.

Please note, that the term addiction and dependence although different will be used interchangeably during this module. Also, many of the approaches, concepts and strategies introduced in this module will be covered in detail in other modules in the Programme.

## **Design, Development and Evaluation of Substance Abuse Programs**

## MODULE OBJECTIVES

Upon completion of this course, learners should be able to:

- Explain why there is a drug abuse problem and outline the national, regional and international influences.
- Describe the impacts of drug abuse in their countries.
- Explain the differences between primary, secondary and tertiary prevention.
- Plan and design an appropriate programme for each in their national context.
- Compare the promotion of the three levels of prevention programmes giving examples that are appropriate for a Universal Prevention Programme, a Selection Prevention Programme and an Indicated Prevention Programme.
- Describe an integrated approach to implementing a Drug Abuse Prevention Programme, which will ensure that there is adequate collaboration for these initiatives at the community, national and regional levels.

## MODULE OVERVIEW

Too many of us, as individuals or professionals, come into regular contact with substance abusers. This course provides relevant information on preventing or reducing substance-abusing behaviour. Through the material presented here and discussions, the learner will gain an understanding of how prevention programmes are designed, promoted and implemented. More specifically, this course on “Prevention Theories” should enable the learner to:

- Explain why there is a drug abuse problem in their country;
- Recall what are the substances being abused;
- Distinguish between the different levels of prevention;
- Design prevention initiatives suitable for various groups; and
- Predict integrated programmes that increase the probability of successfully preventing substance misuse.

## SEMESTER II

## **Adolescents and Drugs**

### MODULE OBJECTIVES

At the end of this course, the learner will be able to:

- Describe the stages of adolescent development and explain how these stages and other factors relate to or influence experimentation or substance abuse.
- Recall the signs, risks and consequences of experimentation and substance abuse among adolescents.
- Discuss roles and functions of the family, school and community in the prevention and intervention of substance abuse among Caribbean adolescents.
- Describe available assessment tools used in identifying adolescent substance abuse.
- Formulate appropriate programmes at the family, school and community-based levels that positively influence adolescents and serve as deterrents to substance abuse.

### MODULE OVERVIEW

This course aims to inform the learner about the relevant issues associated with adolescent development and their life experiences, and how these issues influence experimentation and substance abuse. The learner will gain an understanding of substance abuse trends among Caribbean adolescents; the signs and symptoms of adolescent substance abuse; and the risks, consequences and assessments of substance abuse. The learner will also explore the role of caregivers in adolescent development and the strategies that parents, schools and communities can take to encourage abstinence in the adolescent and prevent substance abuse. Finally, the learner will investigate and propose appropriate programmes that positively influence Caribbean adolescents.

Assessment will be based on coursework and a choice of an end-of-semester project or written examination. Coursework will include but may not be limited to quizzes, surveys, discussions, presentations, case studies, essays and analyses. No single assignment will be worth more than 10%. Frequency and level of interaction with fellow students and tutor may also be assessed. At the end of course, the learner has a choice of a final written examination based on the content of the course, or a final project such as a community survey or an in-depth case study of a Caribbean adolescent prevention and/or treatment programme. Coursework will comprise 60% of the final mark, while the final exam or project will comprise 40% of the final mark.

## **HIV and Substance Abuse**

## **MODULE OBJECTIVES**

At the end of this course participants will be able to:

### **Epidemiology and Diagnosis**

- Define, and distinguish major concepts in epidemiology, including prevalence, incidence, person years, hazard ratio, and survival, among others.
- Describe prevalence and incidence of HIV and drug dependence worldwide with special focus on select countries (e.g., Jamaica, United States, South Africa, Russia).
- Define DSM-IV criteria for Psychoactive Substance Use Disorders.
- Explain concepts of reliability and validity as they pertain to psychiatric diagnoses and epidemiologic research on HIV and drug dependence.
- Define health disparities and HIV.
- Examine HIV and drug dependence in special populations, with special focus on drug dependent pregnant women.
- Analyse the relationships among infectious disease, drug dependence, and incarceration.
- Discuss issues pertaining to voluntary versus mandatory testing, namely the politics of HIV.

### **Epidemiologic Risk Factors**

- Outline the history of sexual behavior risks associated with HIV transmission and assess the significance of those risks.
- Describe history and significance of drug taking behavior risks associated with HIV transmission, including needle sharing, back-loading, and equipment sharing.
- Risk behavior and knowledge of HIV status.
- Distinguish between major HIV risk factors between countries under examination (e.g., sexual risk behavior as major route of transmission in Jamaica and South Africa; sexual and injection risks evidenced in U.S.).
- Introduce recent developments in HIV risk factor research: Special focus on the role of neurocognitive deficits associated with HIV risk behavior and serostatus.

### **Prevention**

- Describe history and political factors associated with needle exchange programs.
- Define challenges associated with HIV prevention: Engaging at-risk populations.
- The use of antiretroviral medications as prevention: Rescuing an unborn generation.
- Recent developments in HIV prevention: Cognitive-behavioral models.
- Recent developments in HIV prevention: Family systems models.

## **MODULE OVERVIEW**

This course presents an overview of the epidemiology and prevention of HIV and drug dependence, with a special focus on United States, Jamaica, South Africa, and Russia. Multiple issues influencing infectious disease surveillance in drug abusing populations will be considered, including diagnostic conceptions of drug dependence, mandatory versus voluntary disease testing, and social stigma associated with HIV and drug dependence. Health disparities and disease prevalence and incidence in special populations will also be addressed, including drug dependent pregnant women. The history and significance of sexual behavior and drug use behavior risks associated with HIV transmission will be introduced. Distinctions between predominant modes of disease transmission across countries will be addressed. Recent development contributing to a deeper understanding of HIV risk factors will be discussed with a special focus on drug effects on cognition and neurocognitive deficits that may be associated with heightened HIV risk behavior. The course will discuss politics and empirical findings associated with the use of needle exchange programs targeting injection drug users to prevent HIV. New approaches to HIV prevention will be presented, including cognitive-behavioral and family systems models of prevention with a special focus on Integrated Family and Cognitive-Behavioral Therapy-HIV Prevention Intervention.

## **Treatment and Rehabilitation Modalities**

## **MODULE OBJECTIVES**

By the end of the course, the student should be able to:

- Discuss the financial and social costs of drug abuse and the benefits of treatment
- Complete an assessment and construct a treatment plan
- Explain the rationale for detoxification and categorise the methods used
- Identify the needs of persons with special conditions
- Analyse the categories of treatment methods available
- Examine the obstacles encountered in rehabilitation
- Explain the rationale for after-care and analyse treatment outcomes

## **MODULE OVERVIEW**

The course examines issues related to the treatment and rehabilitation of drug abusers. This includes the financial and social benefits of embarking on treatment, and the assessment required before initiating treatment. The implementation of a patient-centred treatment plan is discussed, and need for detoxification prior to engaging in rehabilitation is explored. The specific issues related to clients with special needs are highlighted and discussed in the context of national and regional experiences. The general categories of treatment are analysed, and the use of medical and psychosocial approaches during treatment is reviewed. Obstacles encountered during treatment are addressed, and solutions to this issue examined. The rationale for after-care follow-up is explored, and the effectiveness of treatment programmes is analysed. The difficulties in assessing outcome evaluation studies are also reviewed.

### Main Areas

- Socioeconomic benefits of treatment
- Recognising the need to match treatment plan to the medical, psychological and social needs of the client
- Categories of treatment
- Factors determining outcome of treatment

### Topics

- Rationale for the treatment of drug abuse
- Assessment
- Detoxification prior to rehabilitation
- Persons with special conditions
- General categories of treatment
- Medical aspects of treatment
- Behavioural aspects of treatment
- Psycho-social aspects of treatment
- Treatment obstacles
- After-care and treatment outcome

### Theme

- To view drug abuse treatment from a holistic perspective

## **Drug Use in the Sociocultural Context of the Caribbean**

## ***MODULE OBJECTIVES***

After completing this module students will be able to:

- Define Drugs and Drug Use
- Trace the historical development of drug use
- Examine the cultural use of drugs in specific countries
- Discuss drug use in the US Canada, and Europe and evaluate its impact on the Caribbean
- Analyse the impact of cultural drug use in the Caribbean
- Evaluate the relationship between class, race, religion and economics and drug use
- Propose remedial interventions for the negative impact of drug use on society

## ***MODULE OVERVIEW***

This Course is intended to provide First Year university students or persons with a minimum of five (5) years experience in the delivery of treatment and rehabilitation services with a fundamental understanding of the social and cultural impact of drugs in the Caribbean.

The course will first provide a historical context for drug use in the Caribbean, examine the influence of international markets and examine the impact of these factors regionally and in specific countries. The goal is therefore to provide students with basic information on the inception of drug use, its situational relevance, what were the regional and international factors that impacted it, and how this has affected the region, socially and culturally.

For the practitioner who is actively involved in the delivery of services to persons in rehabilitation this course would provide:

- A Context for drug use as a social & cultural “norm”
- An understanding of the environment that may have facilitated their use
- An understanding of where this all started and how they can begin to equip persons to cope

**SUMMER**

## **Designing Interventions for Behaviour Change – Theory and Practice**

### MODULE OBJECTIVES

After completing this module students will be able to:

- Describe the theoretical constructs associated with each of the behavior change theories and models.
- Analyze the relationship between theories and the theoretical constructs within each theory.
- Critique the application of theory to previously conducted interventions.
- Synthesize theoretical knowledge in the development and design of original interventions.

### MODULE OVERVIEW

The purpose of this module is to teach students about behavior change theories and their use in designing interventions. The course will begin with background information and definitions of key concepts that are integral to the public health intervention field. Each week, a different theory will be discussed in terms of its constructs and application in case studies of previously conducted interventions. Students will have the opportunity to critique the case studies and recommend improvements in the intervention designs. Constructs between theories will be compared and contrasted to highlight the similarities as well as the unique contributions of each theory to the science of the field. Finally, students will have the opportunity to develop their own interventions with the population of their choice, preferably the clients with whom the student currently works, using a theory or theories discussed in class. While the theoretical portion of the intervention will be the focus of the project, students will also integrate brief descriptions of the problem, target audience, intervention activities, and evaluation of the intervention. From learning these theories and conducting the associated exercises and projects, students should be able to integrate theory with practical knowledge that they have gained through their professional experience to improve their intervention skills in the community.

This module will begin with an overview of integral concepts in the field of behavior change theory, such as defining theories, models, constructs, variables, levels of behavior change interventions, the difference between theory and practice in developing programs, and basic steps in the intervention process. The next eight units will discuss the basic tenets of and the application of theory to the design of previously conducted interventions. Theories to be discussed include the Social Ecological Model, Empowerment Theory, Diffusion of Innovations, Social Support, Social Cognitive Theory, Theory of Reasoned Action, Theory of Planned Behavior, Health Belief Model, Protection Motivation Theory, and Stages of Change/Transtheoretical Model. The last unit will focus on evaluation of interventions with an emphasis on the use of qualitative, less formal structured interviews, focus groups, and other techniques that are more user-friendly tools for community groups to use for evaluating their interventions. Throughout the module, students will learn the basic theoretical constructs, the relationships between constructs within each theory, compare and contrast constructs

across theories, critique the use of theory in other interventions, and develop their own interventions based on theoretical constructs of their choice.

## **Introduction to Counselling Skills: Individual, Group and Family**

### **MODULE OBJECTIVES**

By the end of this course the learner will be able to:

- Define counseling as a therapeutic process.
- Discuss the attitudes, values and qualities of a counselor.
- Realize the importance of legal and ethical issues to counseling.
- Explain the theories and /or approaches which form the underpinnings of counseling.
- Choose appropriate skills for each stage of counseling.
- Examine the significance of Motivational Interviewing in Substance Abuse Counseling.
- Define the stages of change and the client's motivational stance at each stage.
- Contrast the roles of the client and counselor in substance abuse counseling.
- Utilize the skills pertinent to the three counseling modalities – individual, family and group.
- Explain the concept of Structural Relapse prevention.
- Reflect on Substance Abuse Counseling in a Caribbean Context.

### **MODULE OVERVIEW**

This course aims to provide the student with an understanding of Individual, Family, and Group Counseling Skills, as they apply to Substance Abuse Counseling. The course is primarily theoretical as it is necessary that practitioners and other interested parties be grounded in the theoretical assumptions, which have influenced the therapeutic modalities. However learning activities are designed to allow you to have meaningful engagement with the material.

The course is divided into ten (10) units beginning with an Introduction to Counseling. This is important so that you are clear as to what constitutes professional counseling. The stages of Counseling as well as Counselor Attitudes and Values are included, and allows for the development of Self-Awareness on the part of the learner. The exploration of self will continue throughout the course. Each remaining unit builds on previous learning. An overview of the basic theories and approaches will be provided. The specific skills utilized in Individual, Family and Group Counseling will be taught, along with emphasis on Motivational Interviewing and the Stages of Change. Co-occurring disorders are common with the diagnosis of Substance Abuse; therefore an overview will be presented. Structured Relapse Prevention is a vital aspect of Substance Abuse Counseling. You will become familiar with this model. The course will end by providing opportunities to look critically at the application of Substance Abuse Counseling in the Region.

## **Gender Specific Approaches to Substance Abuse Management**

### **MODULE OBJECTIVES**

On completing this course, learners will be able to:

- Account for the increased vulnerability of women to substance abuse and its complications.
- Analyze the barriers to the identification and treatment of women with substance problems.
- Examine the relationship between gender related violence, family dysfunction and substance abuse
- Develop gender specific approaches to the management of substance abusing women.

### **MODULE OVERVIEW**

Research consistently shows that substance abuse among women differs from that among men. Substance abuse in women has a distinctive risk pattern, causation and progression. As a result, women have specific treatment needs that are not generally addressed in male-dominated treatment programmes. This course will sensitize the learner to the unique needs of substance abusing women, and equip him/her with the knowledge, attitudes and skills to effectively manage this population. It will explore the increased vulnerability of women to substance abuse problems and their complications. The learner will analyze the barriers to identification and treatment of women with substance abuse problems. Further, the learner will be able to explain the common risk factors and complications associated with substance abusing women and apply this knowledge to the development of gender specific treatment approaches and strategies.