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Evaluation report

Training for trainers in Addictology

Tbilisi, Georgia

14. – 19. November 2011

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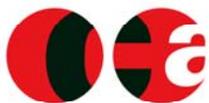


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1. FOREWORD

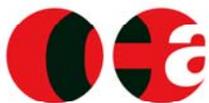
Training for trainers in Addictology, 2011 was planned and organized by the Centre for Addictology of the 1st Faculty of Medicine of Charles University, Prague in cooperation with Alternative Georgia. The training was held from 14. – 19. November 2011 in Tbilisi, Georgia for selected Georgian experts from the field of addictology.

Lectures were provided by internal and external team members of the Centre for Addictology in form of training modules with the main aim to instruct the future addictology trainers into addictology with its clinical and drug policy perspectives. The lectures showed the strengths, same as the avoidable weaknesses of the Czech system of addictology science and services.

The training was part of the project „Education of expert resources in the field of addictology and illicit drug monitoring in Georgia“ supported by Czech developmental agency, Czech republic.

There were two ways of the evaluation of the training. The training modules and the overall organization were evaluated by the participants and at the same time by the lecturers. The participants evaluated the training by a discussion during the lectures, and after the training ended they filled-in an anonymous questionnaire and participated at a group evaluation session. An internal evaluation was made by filling-in an anonymous questionnaire by the lecturers followed by a group evaluation session.

The main goal of this report is to assess the training results, show its strengths and weaknesses and also point out possibilities for improvement.



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2. RESULTS

1) Evaluation of the Training by the Participants

a) Evaluation of the Training Modules

For the project the following training modules were prepared and used:

Output 1.1: Educational modules for research, monitoring and drug policy

This module consisted of three components that represent tools for effective research and monitoring of drug policy and that represent a basic material for drug policy, its strategies and conceptual documents. It is an important part of drug policy realization to assess its effectiveness and economic effectiveness from the public health perspective.

Activity 1.1.1 Educational module drug epidemiology – 2 days

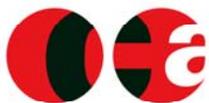
MUDr. Tomáš Zábranský, Ph. D.

CLASS CONTENT: Epidemiology – five key indicators

1. *General population surveys indicator*
2. *Problem drug use indicator*
3. *Treatment demand indicator*
4. *Drug-related deaths and mortality indicator*
5. *Drug-related infectious diseases indicator*

Summary (discussion/questions raised during the lecture):

Participants expressed problems with hidden population and reluctance of general population to participate in general population surveys. This can be explained as the underlying condition of punishing drug use with fines and imprisonment, and the stigma. Participants expressed various concerns in terms the current feasibility of interpreting the five key indicators in Georgia: (i) low demand for treatment caused by unavailability of services, (ii) number of drug user influenced by the fact the individuals do not provide a unite identification code, (iii) local estimates of infectious diseases rate in the capital generalized over the whole country. Each of the indicators raised questions in the group with respect to feasibility of their correct estimation, the lecturer provided clarifications and guidance into methodological challenges.



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The Evaluation of the Questionnaire Results– part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part of the training an average mark of 1.3 (max 1 / min 2, ranging from 1 – positively useful to 6 – not useful at all) and the preparedness of the lecturer an average mark of 1.2 (max 1 / min 2, also ranging from 1 – Lecturer was prepared to 6 – not prepared at all). There was positive feedback on the person of lecturer „An amazing lecturer with an immense knowledge and experience“ and also on the topic „The topic was very interesting and useful.“ The only request was for certain methods to be explained in more details.

Activity 1.1.2 Educational module drug policy and its economic perspectives – 3,5 days

PhDr. Josef Radimecký, PhD.

Ing. Mgr. Vendula Běláčková

CLASS CONTENT: Educational module drug policy – 2 days

1. *Drug policy and its perspectives*
2. *Drug policy and its decision making in practice*
3. *Debates on legalization, the realm of the Dutch drug policy*

Summary (discussion/questions raised during the lecture):

The lecture on drug policy provoked vivid discussions. Class participants brought up the need of a multi-resortial body that should be in charge with drug policy goals and strategies. On this line, some of the problems mentioned were that different resorts are not aware of what other resorts are doing, or that when such body was established, it was only formal. What provoked vivid discussions was the issue on limits of drug policy with respect to deterring drug use. The participants were likely to adopt this idea, especially for extensive experience with drug users switching to home-made drugs when supply reduction in illicit drugs was effectively enforced. The class participants seemed to have been pre-exposed to this type of discussion, or at least adopted very easily the concepts in harm reduction. Without the lecturer talking about economics, the participants brought it up numerous times: treatment decreases the cost, the social cost is such and such.



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The Evaluation of the Questionnaire Results - part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part an average mark of 1.2 (max 1 / min 2) and the preparedness of the lecturer also an average mark of 1.2 (max 1 / min 2). There was positive feedback on the person of lecturer and also on the topic „A very interesting lecturer with equally interesting lectures on topics that are very interesting to me.“, „The lecturer was perfect as always.“ etc.

CLASS CONTENT: Educational module economic perspectives – 1,5 days

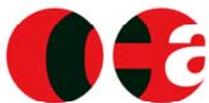
1. *Drug policy and its resources*
2. *Social costs of substance use*
3. *Economic effectiveness of drug services*

Summary (discussion/questions raised during the lecture):

With respect to the debate on drug policy financing, participants expressed concerns about possibilities in Georgia. In their feedback, they mentioned the reluctance of health insurance to cover for any chronic disease. As for the state budget, here the approach is to gain resources for fines from drug use, and leave the users pay their treatment themselves. At particular comparison between the Czech and the Georgian service composition, participants were surprised by the extensive count of out-patient treatment facilities (“isn’t that too much?”), which reflects the perspective of a narcology detox-based treatment system which only knows medicinal substitution and needle exchange. Participants thought that the multi-source financing is too far from where the current system in Georgia can go, but at the same time mentioned that the town of Batumi actually has some good cooperation with the services, including their funding. Overall, techniques for economic evaluations were appreciated by the participants, especially for being presented as a useful tool for their own use in drug policy advocacy.

The Evaluation of the Questionnaire Results– part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part an average mark of 1.1 (max 1 / min 2) and the preparedness of the lecturer also an average mark of 1.1 (max 1 / min 2) what were overall the best marks. There was positive feedback on the lecturer and also on the topic „Interesting topics were delivered to us in a wonderful way.“ and only one remark from one of the participants concerning the lecturer’s monotonousness of her speech.



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Output 1.2: Educational module for prevention and treatment

The second educational module is targeting background and process of primary drug prevention, consultations, and drug treatment that are needed for practical work with individuals threatened by risk behaviour and substance use. Education on this level includes theoretical and practical concepts.

Activity 1.2.1 Educational module prevention of risk behaviour – 2,5 days

PhDr. Lenka Skácelová

Mgr. Barbara Janíková

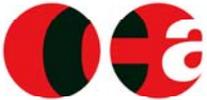
CLASS CONTENT: Educational module prevention of risk behaviour

4. *The development of the Primary Prevention programs in the Czech Republic after 1989*
5. *Basic concepts and goals of the programs of Primary Prevention of substance use*
6. *Organizational system of Primary Prevention in the Czech Republic*
7. *The place of schools and teachers within the system of Primary Prevention*
 - 4.1. *Character preconditions and basic skills of a worker in the Primary Prevention field*
 - 4.2. *The minimal program – a school preventive strategy*
 - 4.3. *The legislation*
 - 4.4. *The goals of Primary Prevention in the department of education, youth, and sport*
8. *The target groups of the Primary Prevention programs*
 - 5.1. *The principles of effective primary prevention of substance abuse*
9. *The evaluation of preventive programs*

The standards of the Primary Prevention programs

Summary (discussion/questions raised during the lecture):

Currently there is no system of primary prevention of substance abuse in Georgia. The prevention is unsystematically organized through different projects of mainly non-profit organizations. The participants were thrilled over the development and comprehensiveness of the Czech system, and they were very interested not only in details of functioning and organization of this system but also in the different prevention methods. In Georgia it is necessary to start building such a system from the scratch, and the participants were willing to take part in the build-up, to get



inspired by the functionality of the Czech system and try and apply some of the methods right in the field. More than once demands were voiced for translation of the basic documentation and description of different methods.

The Evaluation of the Questionnaire Results – part „Evaluation of specific lessons“:

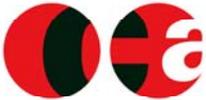
Participants evaluated the usefulness of this part an average mark of 1.6 (max 1 / min 5) and the preparedness of the lecturer also an average mark of 1.6 (max 1 / min 5). This presentation was simultaneously translated from Czech to Georgian. General response on the quality of the translation was good with only one remark expressing dissatisfaction. The topic was evaluated as very important „As prevention system does not exist in Georgia, it was very important to get familiarized with the experience on Czech Republic.“

CLASS CONTENT: Harm Reduction Services in Czech Republic

1. *History of HR services in CR*
2. *Problem drug use and infectious diseases in CZ*
3. *Types of services running*
4. *Status, law, standards*
5. *Financing*
6. *Staff*
7. *Services offering*
8. *Approaches to drug use*
9. *Zinberg Theory*
10. *Harm Reduction definition*
11. *HR Principles*
12. *HR Criticism*
13. *HR Interventions*

Summary (discussion/questions raised during the lecture):

Some services in harm reduction already exist in Georgia, but to a very limited extent. This is caused by the current legislation and prosecution of drug users. That leads to creation of a hidden drug scene, and makes the access to drug users and contact with them rather difficult. Participants' questions were targeted in the area of contacting drug users, and the follow-up work. Further on, the topics of relevant data gathering with respect to client count estimates and their characteristics were raised. The questions targeted the area of gathering and processing data on client population in the Czech Republic.



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The Evaluation of the Questionnaire Results – part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part an average mark of 1.2 (max 1 / min 3) and the preparedness of the lecturer also an average mark of 1.2 (max 1 / min 3).. The lecturer and also the topic was very well received by the participants „The lecture was very interesting and dynamic, we had many discussions and exercises.“, „The field of harm reduction is inexhaustible, it was interesting to share the experience and do certain exercises and games in order to acquire technique.“ etc.

Activity 1.2.2 Educational module drug treatment – 3 days

MUDr. Jan Bečka (substitution treatment)

PhDr. Josef Radimecký, PhD. (therapeutic communities)

CLASS CONTENT: System of addiction treatment in Czech Republic

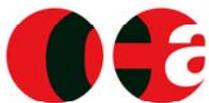
1. *General psychiatrist*
2. *Addictology specialist (M.D.)*
3. *Contact centre + street work*
4. *Detoxification unit*
5. *Specialized sanatorium*
6. *Therapeutic community*
7. *Day care centre*
8. *Substitution centres*
9. *Follow-up treatment centre*

Summary (discussion/questions raised during the lecture):

Several substitution programmes are now in operation in Georgia. These are (i) programmes paid by the state/client, but also programmes sponsored by international organisations. Participants' questions were targeted at different types of substitution pharmaceuticals used in the Czech Republic, their advantages and disadvantages, and experience from practice. Several cultural differences were discussed between the Czech and Georgian mentality and its influence on how substitution programmes clients approach them and use them. A vivid discussion was started around the sales of substitution pharmaceuticals on the black market, and approaches to avoid them.

The Evaluation of the Questionnaire Results – part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part an average mark of 1.2 (max 1 / min 3) and the preparedness of the lecturer an average mark of 1.3 (max 1 / min 2). The lecture and also the



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topic was very well received by the audience “The lecture was well organized, the trainer motivated the audience towards an interesting discussion about the future prospects.” etc.

CLASS CONTENT: TCs – Alternative to Bio-medical Treatment Programmes

1. *Historical overview – predecessors of TCs*
2. *Target group of drug users*
3. *Goals of treatment in TCs*
4. *Philosophy of TCs*
5. *Rules*
6. *Ethics*
7. *Internal and external environment*
8. *Funding*

Summary (discussion/questions raised during the lecture):

Since the service of therapeutic communities is non-existent at this point in Georgia, for many participants, the topic was brand new, and at the same time, well accepted. The participants' questions were targeted at systemic functioning of therapeutic communities in the Czech Republic and elsewhere in the world. Many questions were targeted at practical details of life in therapeutic communities, composition of the personnel, requirements on its education, rules for community members etc. The participants expressed a strong interest in creating such treatment alternative in Georgia and a vivid discussion on cultural differences that needed to be taken into account at creating such service, was started.

The Evaluation of the Questionnaire Results – part „Evaluation of specific lessons“:

Participants evaluated the usefulness of this part an average mark of 1.2 (max 1 / min 3) and the preparedness of the lecturer also an average mark of 1.2 (max 1 / min 2). The response was very positive both on the topic and the lecturer “Therapeutic communities should definitely be introduced into Georgia. This will help the existing treatment system to become more “complete”. It was a very useful topic, presented in an interesting way with interesting details.” etc.

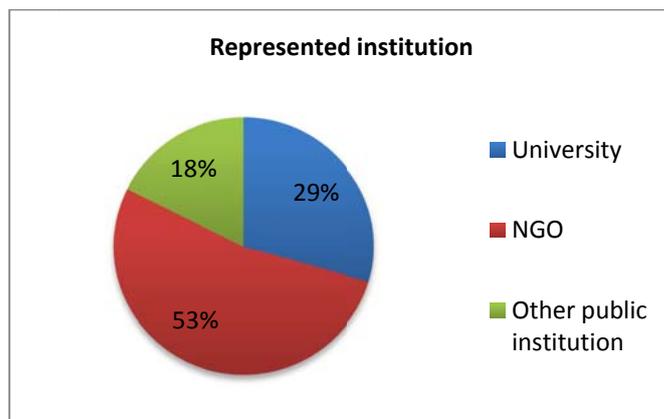


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b) Further participant evaluation of the training

Selected training participants represented universities (29% of them), non-profit organizations (53%), and other institutions, see Figure 1.

Figure 1: Institutions represented at the training.



The overall organization of the training was evaluated by an average mark 1.8 (ranging from 1 – Very Good to 5 – Very Bad). During the evaluation meeting after the training the participants gave positive feedback towards the quality and the length of the training.

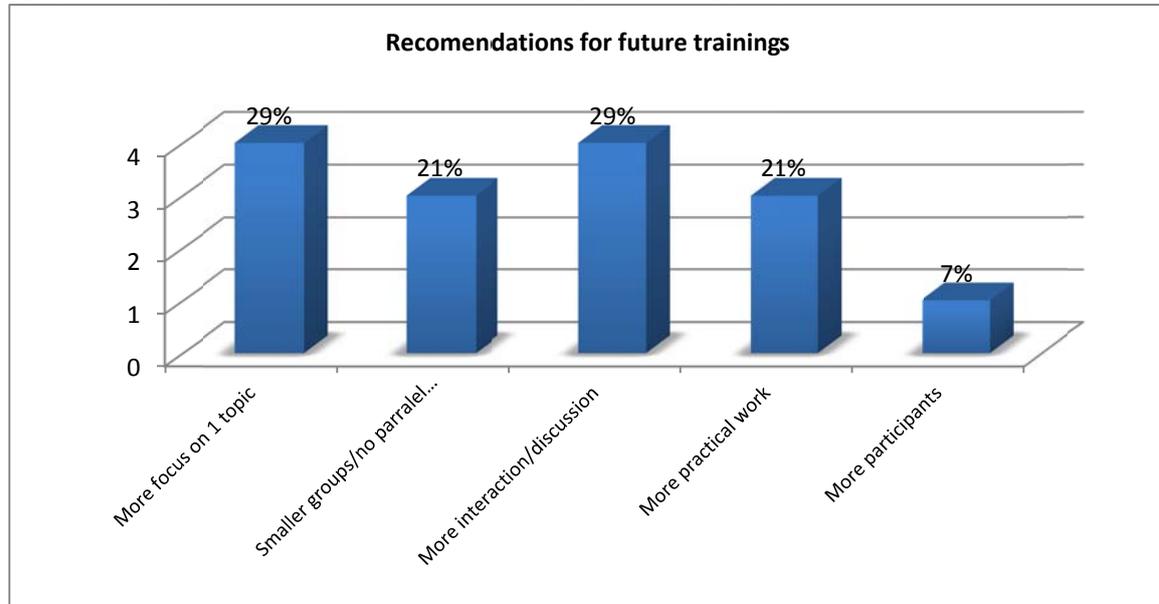
The overall satisfaction of the participants was evaluated by an average mark 1.6 (ranging from 1 – Very Satisfied to 6 – Completely Disappointed), therefore it can be assumed the participants were satisfied with the training. Some comments of the participants confirm this, e.g. “The training was well organized, the trainers were nice and outgoing people, topics were interesting and useful.”.

The answers from the questionnaire showed that for next events the participants would appreciate more concentration on one topic (29%), more time for discussions and interaction, (29%), more practical exercises (21%), some would prefer working in smaller groups without parallel classes to be able to take part in all parts of the training (21%), see Figure 2.



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Figure 2: Participants recommendations for future trainings in addictology.



Similar suggestions were repeated during the group evaluation meeting, mainly the request to concentrate on one topic, avoid parallel classes, and work in smaller groups. Furthermore to have more time for discussion and interaction, and include practical exercises into the program.

The participants also mentioned the option of having the training outside a city which would help them focus on the work without ordinary distraction, and inviting more participants from the field who would profit from the event. They would have appreciated having all the presentation material right from the start, and better information about other training participants. The possibility of meeting professionals from the field would be also welcome, just as a chance to visit therapeutic communities and prevention services.

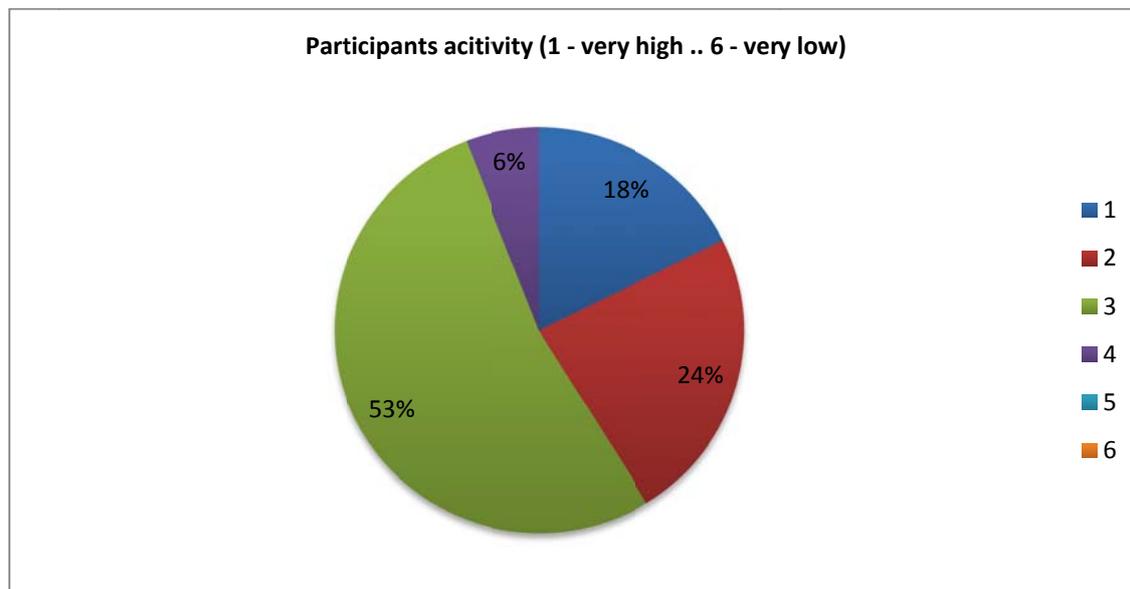
The main expectation of the participants was primarily increasing their current knowledge and gain new information and experience. That was confirmed during the group evaluation meeting. The questionnaire results showed the participants' expectation to learn more about drug policy, economy, epidemiology, treatment, and prevention. The total of 82 % of the participants stated their expectation was fulfilled, for 18% of them it was fulfilled partly. They mainly expressed their wish to have more time and room to focus on details and further discussion. The group evaluation meeting gave similar results.



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The participants rated their activity/involvement during the lectures by an average mark 2.5 (ranging from 1 – Very High to 6 – Very Low), when 18 % rated themselves by 1; 24% by 2; 53% by 3; one participant rated him/herself by 4 (i.e. 6%), see Figure 3.

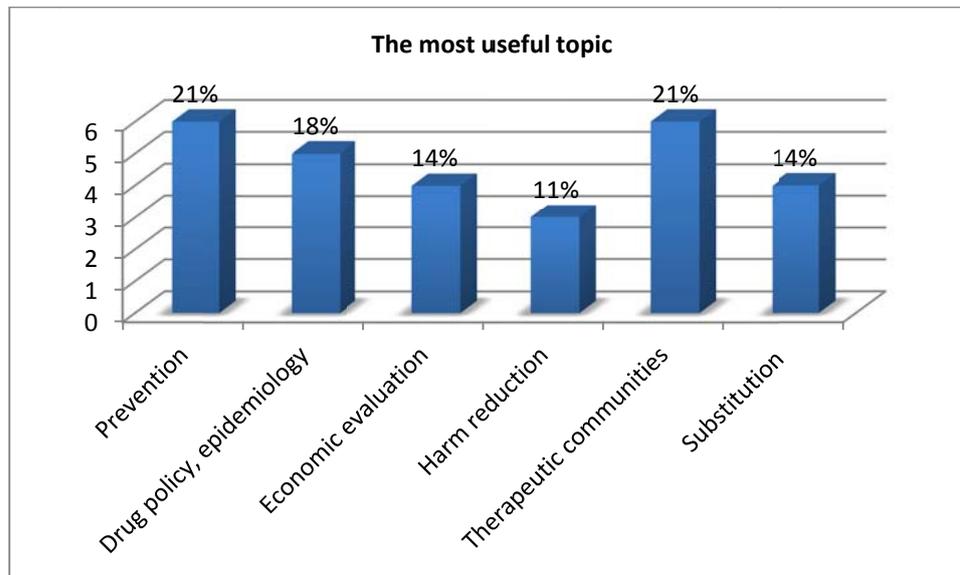
Figure 3: Participants activity in the trainings – self-evaluation.



As the most interesting/useful the participants chose the topic of prevention of risk behaviour of substance use, and the therapeutic communities; both topics reached 21 % of votes. As the chief reason for such a choice they stated nonexistence or poor development of these two components in Georgia while both topics are seen as vital for further development and correct future functioning of the whole system. The drug policy and epidemiology had the rating of 18 % mainly because the participants were already involved in research in these fields. The next best rated topic was the economic evaluation of drug policy and services, and substitution treatment with 14% of votes. The lowest rating had the topic of harm reduction with 14% of votes. The group evaluation meeting showed similar results. Two participants judged the topic of prevention as least interesting, they felt the lectures were monotonous with repeated information, one didn't like harm reduction topic because he doesn't work in the field and doesn't care for it. The other either didn't answer the question (47%) or all the topics were very interesting for them (25%), see Figure 4.



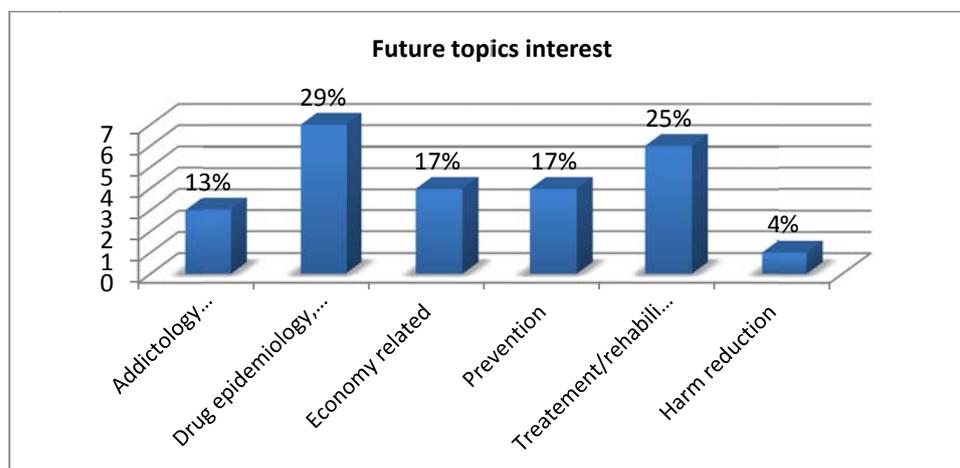
Figure 4: The most useful topics as indicated by training participants.

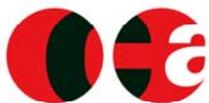


64% of the participants said they will use the gained knowledge in their everyday practise. The others didn't mention any particular use for the gained knowledge but they were positive about using it in the future.

All the participants confirmed their interest to take part in further training with the topics of drug policy and epidemiology (27%), treatment and rehabilitation (25%), prevention and drug related economic issues (both 17%) and harm reduction (4%), see **Figure 5**.

Figure 5: Future topics of interest in addictology education.





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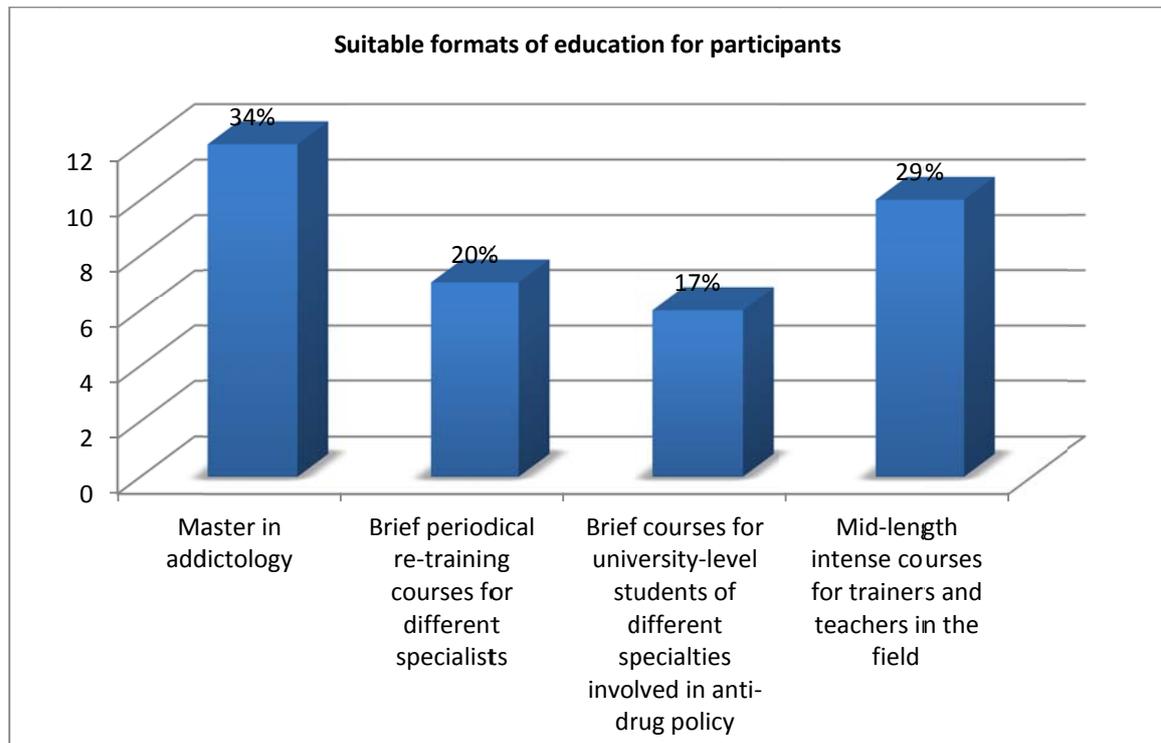
The results of the evaluation of the selected topics showed that the most important topic for the participants is “to broaden political awareness of public health and evidence-based approach towards drug issues” with an average mark 1 (ranging from 1 – Very Important to 6 – Absolutely Unimportant). Next it was the issue “to prepare, publish and distribute educational literature on the given subject” with an average mark 1.03, then the topic “to develop a mechanism for the lifelong learning of professionals working at all levels of the educational system in the field of addictology” with an average mark 1.12. Just as important were topics to establish the education in addiction issues of future social science specialists (especially social workers, psychologists, journalists, and teachers) and to offer and implement the corresponding mechanisms in universities” a “ to address the needs for education in addiction issues of future medical specialists (especially narcologists and family physicians) and to offer and implement the corresponding mechanisms in universities” with an average mark 1.15. The least important topic was “To develop institutional mechanisms for the lifelong learning of professionals (managers, social workers, psychologists, lawyers, and addiction specialists) working in drug use-related services (treatment, harm reduction, rehab etc.)” with an average mark 1.35.

As further discussion during the group evaluation meeting showed the participants see a problem in isolation of different services and institutions which do not even cooperate. Another important issue was better covering of the public and private sector, and including the therapeutic communities into the system.

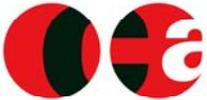
The participants saw the master studies in addictology as possibly the best for them (24% of all the responses). 71% of the participants marked this choice. The medium term intensive courses for trainers and teaches in the field (29% of all the responses) were preferred by 59% of the participants, brief periodical re-training courses for different specialists (20% of all the responses) were preferred by 41% of the participants, and short term courses for university students of various studies dealing with the drug policy (17% of all the responses) were picked by 35 % of the participants, see Figure 6.



Figure 6: Suitable formats for future education in the field.



For the employees of the institutions where the participants work brief periodical re-training courses for different specialists were seen as the best (42 % of all the responses) by 59% of the participants, then short term courses for university students of various studies dealing with the drug policy (25 % of all the responses) were chosen by 35% of the participants, followed by medium term intensive courses for trainers and teaches in the field (21 % of all the responses) preferred by 29 % of the participants, and master studies in addictology (13 % of all the responses) picked by 18 % of the participants.



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2) The Evaluation of the Training by the Lecturers

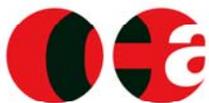
After the lessons the lecturers were asked to fill in a simple evaluation questionnaire followed by a group evaluation meeting held on 13.12.2011. They evaluated the whole course of the training and its parts, plus some ideas for improving of the course.

The overall organization of the event was given the mark 2 in the range from 1 – Excellent to 5 – Very Poor. Some occasional confusion in the timetable was perceived as negative, and for any next course the lecturers recommended to establish better relationship with the target group right from the beginning of the training (more structured introduction of the participants). It was also recommended to set up a motivation element and conditions enabling to see all the lectures, and perhaps even holding the training at a different location so that the participants could concentrate better without need to pay attention to their everyday “chores”.

The lecturers felt all the topics were received well because knowledge and experience of the Georgian professionals are still insufficient. But the lecturers named the following topics as the most popular: the funding of the drug policy, the social cost, the economic effectiveness of the drug policy, the school prevention system, the minimal program of prevention, practical workshop, the treatment in therapeutic communities, motivational dialogues, and setting up and evaluation of low-threshold services.

The lecturers named the main topics which need to be developed in Georgia: theoretical and practical education, the transfer of services' experience, the support and education of the legislature process, and lobbying for changes in the penal law, treatment and substitution, building of prevention basics, their stages and content, focused work with selected participants, practical implementation of the new procedures into different services, and help with writing of the strategic documents.

Room for improvement for a new training round was seen in the following: To give more time to a single topic with a selected group of interested and practitioners in the field who want to cooperate on a long-term basis, to invite staff from different services to training, to set up precise conditions of participation and completion of the training, to give room to practical exercises of interventions including presentation of standard documentation (evaluation questionnaires etc.), and other aspect of the topic/service, better timing and preparation for the participants (a better introduction of the lecturers to the target group and their needs). Overall the lecturers were very satisfied during the event, and would like to carry on with the cooperation and sharing their experience with the Georgians.



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SUMMARY

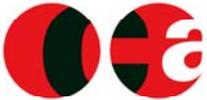
The created and carried-out educational modules were evaluated positively not by their content but also because of the staff chosen for different topics. The expectations of the participants were fully or partly satisfied; some stated that they would have preferred more room for selected topics and details of the particular field. All the participants said they would use the gained knowledge in the future, over a half of them mentioned they will use it in their everyday practice.

Among the recommendations for improvement from the participants as well as the lecturers there was desire to work in smaller groups with selected experts, and go deeper into the different topics, to support mutual interaction and common discussion, and include more practical exercises of activities used in real situations. Other recommendation was a better introduction of the participants, and giving the hand-outs right at the beginning. Both groups said it would be helpful to invite professionals from the field practice and selected services or to visit them at work. It was mentioned several times the training might be held out of a city where the participants can get to know one another better, and also focus more on the training and less on their everyday obligations. The participants also stated it would be better to avoid parallel sessions, in case someone would like to go to all the lectures. There were voices for inviting more experts and professionals from practice. The lecturers recommended a better determination of the conditions of the participation and completion of the training.

Both the participants and the lecturers agree that the main areas to be developed are the system of the primary prevention of risk behaviour of substance abuse because of the lack of a systematic approach to the problem, then the drug policy, epidemiology, economic evaluation of drug policy and services, treatment system, harm reduction, and inclusion of therapeutic communities into the service system. The lecturers emphasized the education in general – theoretical and practical, the transfer of knowledge from the services, education in legislative work and lobbying, and procedures in writing of strategic documents.

The participants see the following topics as very important, to broaden political awareness of public health and evidence-based approach towards drug issues publication and distribution of educational literature, and establishing the system of addictology education (including lifelong education), for different specialists (medical specialists, other professionals working in the field). The later inclusion into the university system is also seen as very important.

As most appropriate education form brief periodical re-training courses for different specialists was chosen (altogether 41% of the participants saw this suitable for themselves and 59%



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thought it would be good for their colleagues), then mid-length intense courses for trainers and teachers in the field (59% of the participants for themselves and 29% for the colleagues) and brief courses for university-level students of different specialties involved in anti-drug policy (35% of the participants for themselves and for the colleagues too), master of addictology (71% for themselves and 18 % for the colleagues at the same institution).

As a whole the Training for trainers in Addictology was received very positively not only by the participants but by the lecturers too. The proof is the fact that all the participants and the lecturers agreed to their eventual participation and mutual cooperation in the future.