

# INSIGHT TO THE GLOBAL ADDICTION EDUCATION: PEARLS FROM THE ICUDDR SURVEY 2023

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# DISCLOSURE

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The ICUDDR agreed on preparation of a report and professional paper on this data – will be available to the members soon.

The authors would like to thank to Ondřej Volf who analyzed all data and Anna Volfová for her support in the whole process of the search.

The authors of this work and leadership of the ICUDDR would like to thank to all members actively and kindly participated in this important survey and provided key information for improving our services.

# IMPORTANCE OF THE EVALUATION AND MEMBER SURVEYS

- Evaluation is an unnecessary part of the ICUDDR's work.
- Such surveys play a key role in providing feedback from member universities to the heading organization which can be followed by necessary steps to improvement and efficiency, then.
- Reflection on the development and needs of the universities – adjustments in the survey tools.
- Mutual collaboration, getting known of each others, knowledge and experience sharing, stronger power in negotiating in the field.

# METHODS

- The main aim of the survey is to gain comprehensive and detail information about the ICUDDR members, mostly universities and other higher education institutions, so as they can receive support they need; and its development in time.
- The survey follows on the previous wave conducted in 2019.
- The quantitative approach was used, a new version of questionnaire was created, based on the one used in 2019 yet revised according to the last feedback. Questionnaire was in an online format, we used SurveyMonkey program for its creation and spread.
- We specifically focused on identification if the members provided an addiction studies/drug demand reduction university program including degree programs, academic courses, or continuing education and training or had any programs and courses in addiction under development.
- Sample was represented by all current members to the date of survey realization, concretely January 2023, which was 396 universities and higher education institutions. Finally, 99 respondents were included in the survey, the response rate is 25 %.
- Data was analyzed by using Microsoft Excel.

# EDUCATIONAL OPTIONS - DEFINITIONS

## A. Degree level

- = is meant to provide the basic or advanced education, probably bringing the qualification or specialization to the student.
- BA, MA, PhD, Associate degrees, graduate/postgraduate certificates and diplomas

## B. Academic courses in addiction topics

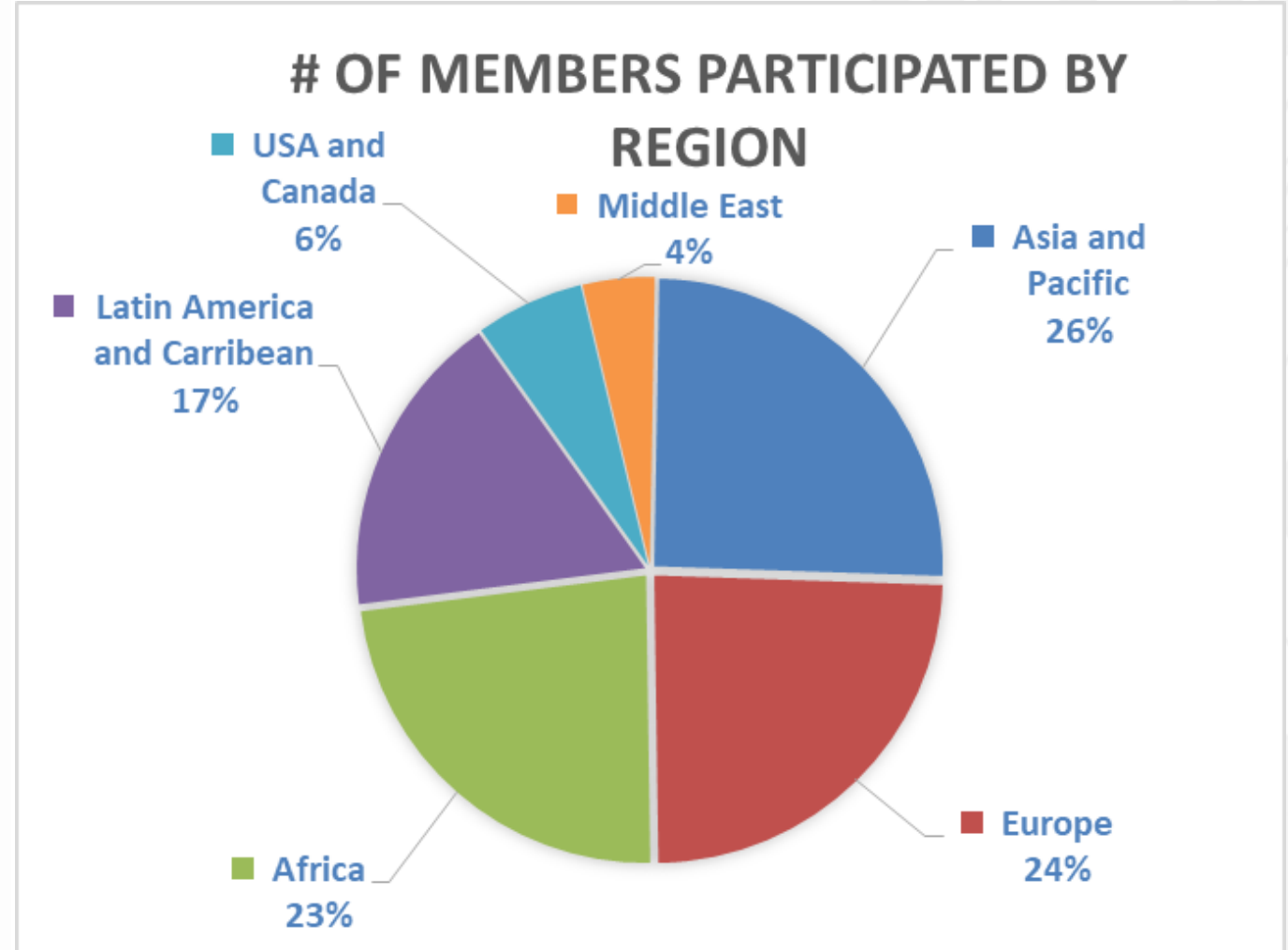
- = taught for students within other disciplines/study fields/degrees bringing broaden knowledge or basic overview of specific area related to the discipline the student needs in his/her studies.

## C. Life-long learning or continuing education

- = representing level usually following the graduation and getting the university degree, can be in a form of certificates, courses, trainings, and provide new knowledge or skills, individually requested in practicing in the addiction field.

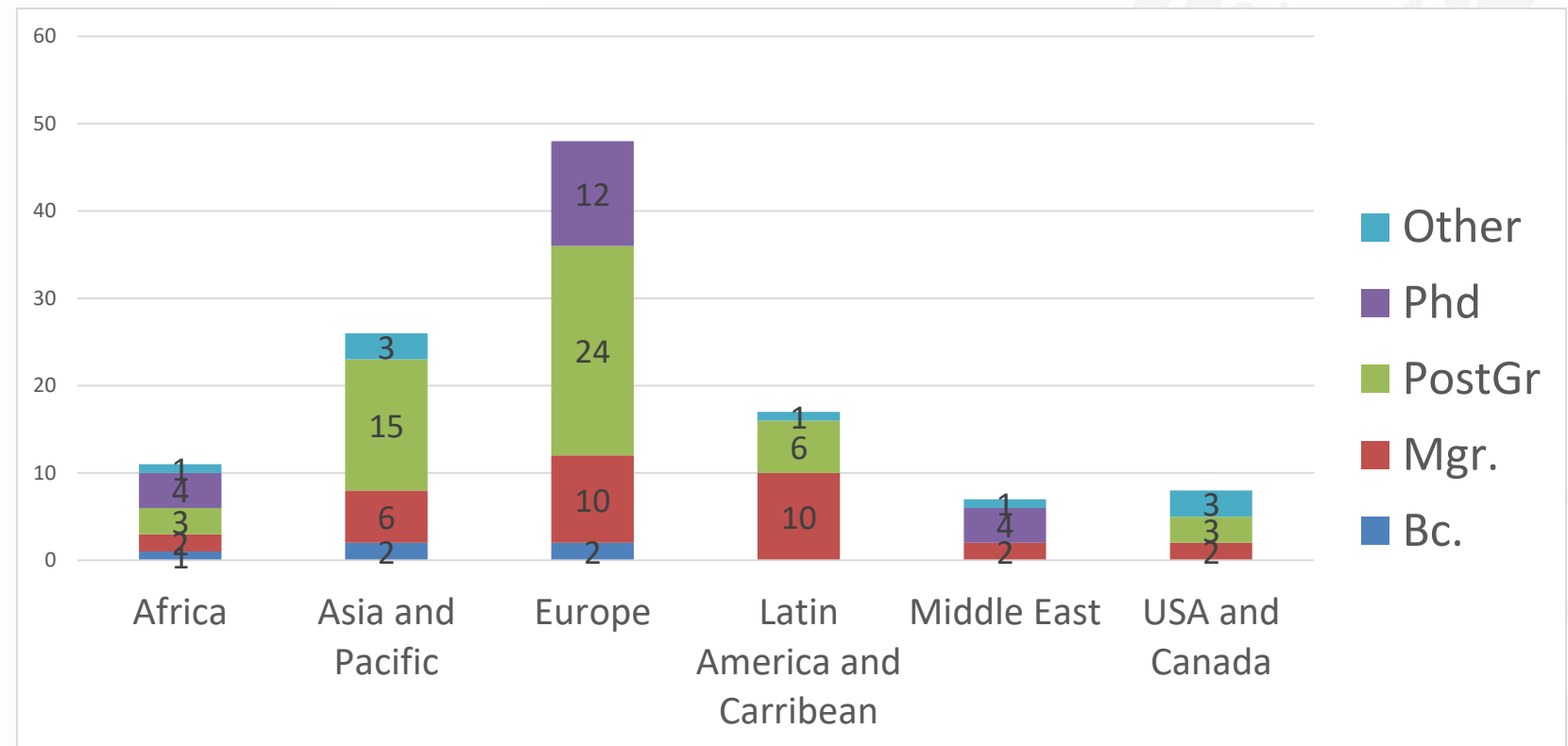
# REGIONALLY SPECIFIC PARTICIPATION IN THE SURVEY

- In 2023, ICUDDR had in total 396 members.
- 99 universities from 44 different countries participated in the survey:
  - 25 from Asia and Pacific region (20 %),
  - 24 from Europe (54.5 %),
  - 23 from Africa (20 %),
  - 17 from Latin America and Carribean (20%),
  - 6 universities from USA and Canada (11 %),
  - 4 from the Middle East (50 %).



# DEGREE PROGRAMS

- 35 universities offer degree or certificate, 60 have other educational options



# OTHER EDUCATIONAL OPTIONS THAN DEGREES (ACADEMIC COURSES)

- = academic courses in the topics of addiction, mostly taught for other study disciplines' students, that are just part of the curriculum but not awarded with a specific degree in addictions.
- 19 courses in total:
  - 4 courses were meant for medical students, specifically in mental health or psychiatry field.
  - 2 UTC trainings were offered,
  - 2 courses are taught both in study program psychology and social work.
  - Then courses in addictions integrated into the curriculum of nursing, pedagogy, public health and health sciences were mentioned once.
- Topics related to criminal justice and law and working with specific target groups in the addiction field are the less represented, both in academic courses and life-long learning courses. Harm reduction, public health and aftercare are also quite underestimated within both educational options.



# TOPICS OF EDUCATION ON THE LEVELS OF ACADEMIC COURSES AND LIFE-LONG LEARNING

TOPIC	ACADEMIC COURSES
Prevention	40
Addictive behavior	38
Counseling	38
Psychoactive substances	37
Treatment	35
Mental health	34
Treatment interventions	34
Alcohol	33

TOPIC	LIFE-LONG LEARNING
Mental health	30
Alcohol	25
Prevention	25
Addictive behavior	24
Diagnostics, assessment	23
Psychoactive substances	23
Counseling	21
Treatment interventions	21

# LIFE-LONG LEARNING PROGRAMS

- 40 universities stated that they provide life-long learning programs; 42 stated no.
- When focusing on the professionals whom are the university-led life-long education courses intended to, we see the most represented profession of **psychologist** (32 repetitions). Then with more than 20 answers there were **social workers, addiction specialists, medical doctors and specifically psychiatrists, nurses**, and 20 times mentioned **teachers**.

# ADDICTION PROGRAMS UNDER DEVELOPMENT

- 22 universities also stated that they have some program (no matter what is the educational level) under development, mostly with planned opening between 2023 and 2025.
- Of these, 14 have used UPC and UTC for preparation of new education (63,6 %).
- Seven programs are being developed in Asia, six both in Europe and Africa, two in Latin America and one in the USA.

# UPC/UTC IMPLEMENTATION INTO ADDICTION EDUCATION

- The higher the educational level, the most likely there are curricula implemented within the program or course.
- At least one universal curriculum has been implemented in 63,6 % of degree programs. The proportion is almost 2/3 to 1/3.
- In comparison to the academic courses for other study programs or professionals, there are 51,9 % programs implementing curricula, we see it is almost half and half proportion.
- The situation is even different in life-long and continuing learning. There are 46,3 % of programs using curricula.
- We also see variability in the levels using each curriculum, while UPC is more preferred on the degree level, UTC is more used on the level of life-long learning. Programs having both curricula are prevailing at the degree level while oppositely are decreasing on the level of academic courses and even more on the life-long learning level. Opposite situation is in programs where nor UPC, neither UTC are implemented.

Combination	Degrees	Academic courses	Life-long learning
UPC YES, UTC NO	4 (12,1 %)	6 (10,8 %)	3 (7,3 %)
UPC NO, UTC YES	4 (12,1 %)	8 (14,3 %)	6 (14,6 %)
UPC YES, UTC YES	13 (39,4 %)	15 (26,8 %)	10 (24,4 %)
UPC NO, UTC NO	12 (36,4 %)	27 (48,2 %)	22 (53,7 %)
TOTAL number	33	56	41

# TOOLS PROVIDED BY THE ICUDDR AND ITS USE BY UNIVERSITIES

<u>Tool</u>	<u>Number of repetitions</u>
UPC/UTC and other curricula	43
Examples of good practice (recommended documents, board rules, ethical rules, review structure etc.)	43
E-learning materials	41
Practical trainings and workshops given by ICUDDR/ISSUP/Colombo plan etc.	24
ICUDDR Website	22
Academic mobility/exchange study programs	13
On-line tutorial	11
Other	9
EUPC	3
CCSA standards, UNODC/WHO standards (TREATNET)	2
Academic literature	1
Mental health assessments	1
Websites of EMCDDA, NIDA, SAMHSA	1
ISSUP	1

# CHALLENGES AND BENEFITS

## CHALLENGES

- Over 400 members, but less than ¼ usually participates in the survey – why is that?
- Language (English)
- Very detailed information provided in the questionnaire (time-consuming, knowledge requiring)
- Activity and needs of the members

## BENEFITS

- Knowledge of the global education, similarities and differences
- Collaboration and experience sharing
- = Basis for key documents developments + role of the ICUDDR (quality standards, core competencies)

## PLEASE, ALL DATA HAVE TO BE CITED ACCORDINGLY.

Lososová, A., Searcy, C. M., Volf, O., Volfová, A., Mulvey, K. P., & Miovský, M. (2024). Global addiction university education: a survey of members of International Consortium of Universities for Drug Demand Reduction (ICUDDR). *Journal of Substance Use*, online, 1–9. <https://doi.org/10.1080/14659891.2024.2378748>

Other data are available through the ICUDDR board, its report and newsletter.



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**Thank you**

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