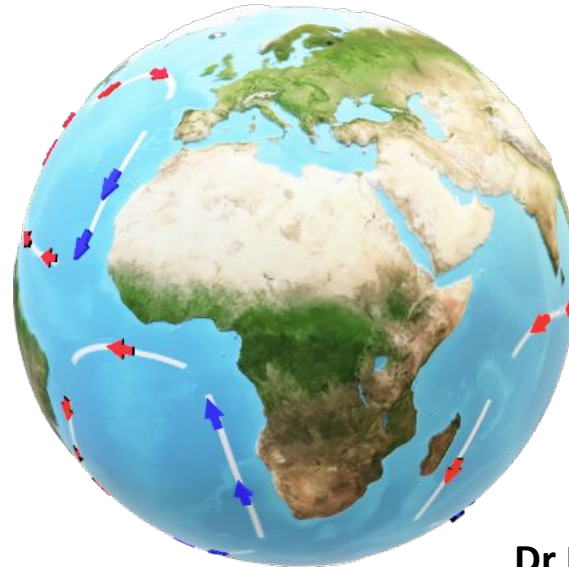


# Needs Assessment of Addiction Science Programmes at Universities in South Africa and Preparatory work for Curriculum Development



**Dr Rehana Kader**

**26 June 2024**



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- **Introduction & Background**

- **Objectives**

- **Methodology**

- **Results**

- **Outcomes**

- **Conclusion**

# INTRODUCTION

- **High lifetime prevalence** (13,3% ) of SUDs in South Africa
- **Treatment rates** remain relatively **low**
- Due to the **lack of addiction expertise among professionals.**
- **Universities** play a **key role** in addressing the **training needs** required by **addiction professionals**
- To address this in the years 2011/2012 **two universities, initiated diploma & degree** level programs for **multidisciplinary professionals.**
- **Mission of ICUDDR** :To ensure **a professionalised workforce** that can **effectively and competently** provide **treatment services** for people **with SUDs and related conditions**

Herman, A., Williams, D., Stein, D., Seedat, S., Heeringa, S., & Moomal, H. (2009). The South African Stress and Health study (SASH). *South African Medical Journal*, 99(5), 339. <https://doi.org/10.7196/SAMJ.3374> Institute of Medicine.

Myers, B., Louw, J., & Pasche, S. (2010). Inequitable access to substance abuse treatment services in Cape Town, South Africa. *Substance Abuse Treatment, Prevention, and Policy*, 5(1), 28. <https://doi.org/10.1186/1747597X-5-28>

# Background/Context

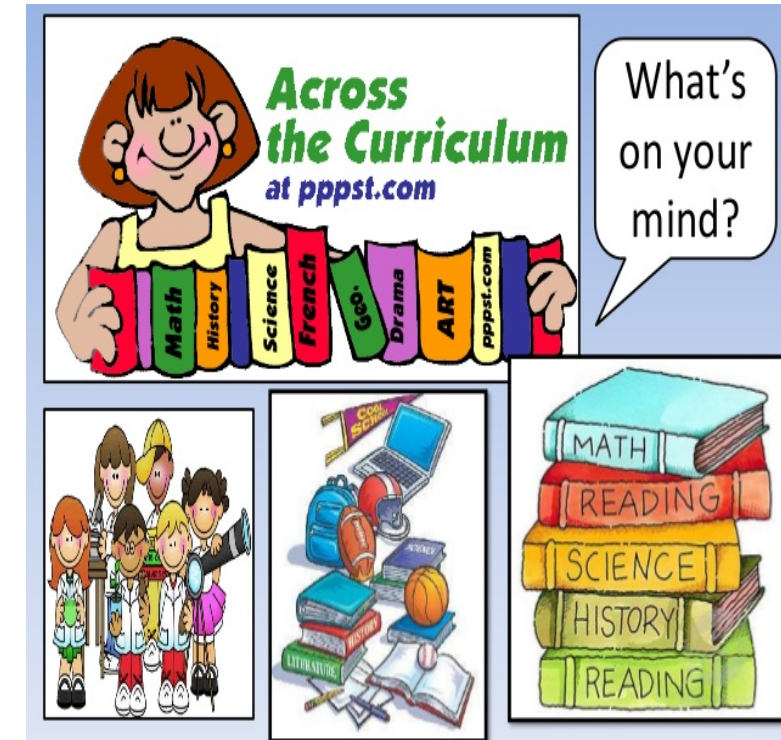
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- A priority was to conduct a **needs assessment** to assess the **current landscape in relation to addiction science training in SA**
- Which would **inform the implementation** of an addiction science curriculum



# Objectives

- a) **Current addiction science curricula** available in SA Universities
- b) **Perceptions** regarding the need for new specialised **addiction science curriculum**
- c) Perceptions related to **certification for multi-disciplinary professionals**
- d) **Feasibility** of implementing **(UTC)** and **(UPC)** in SA Universities.



# Methodology

- Completed Survey:

  - 19 Public Universities

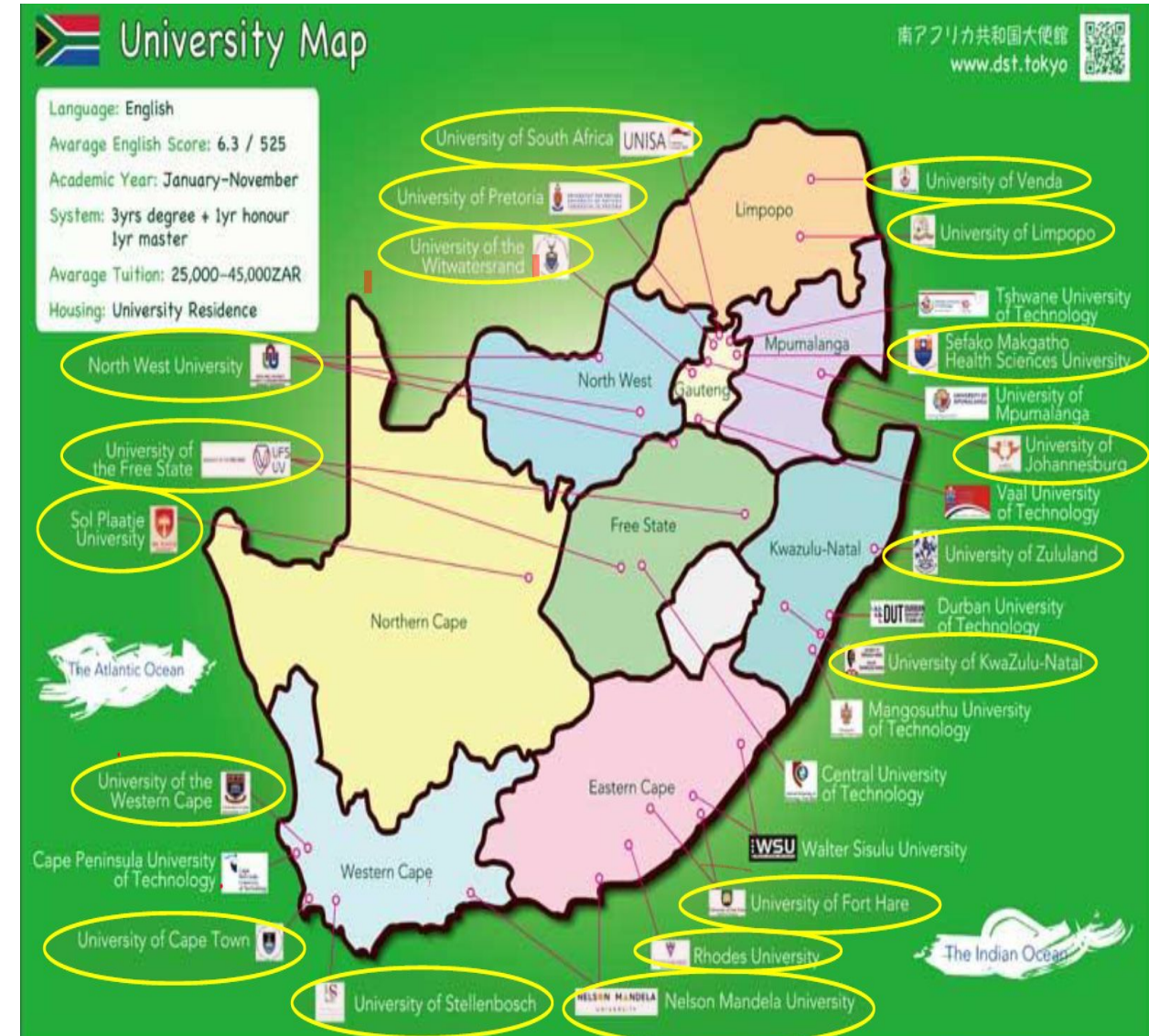
  - 4 private higher learning institutes

- Data was collected using a **structured (33-item) electronic survey** which was emailed to respondents

- Used a needs assessment framework guided by: **ICUDDR implementation guide** for university administrators & faculty

26 Public Universities

21 (offer Behavioural Health Sciences Degrees)



9 Provinces in SA



Several departments per university completed survey (35 completed surveys)  
Academic departments in which addiction science training is offered (**most course are module based**)



# RESULTS

## University Departments' capacity to implement addiction science programs







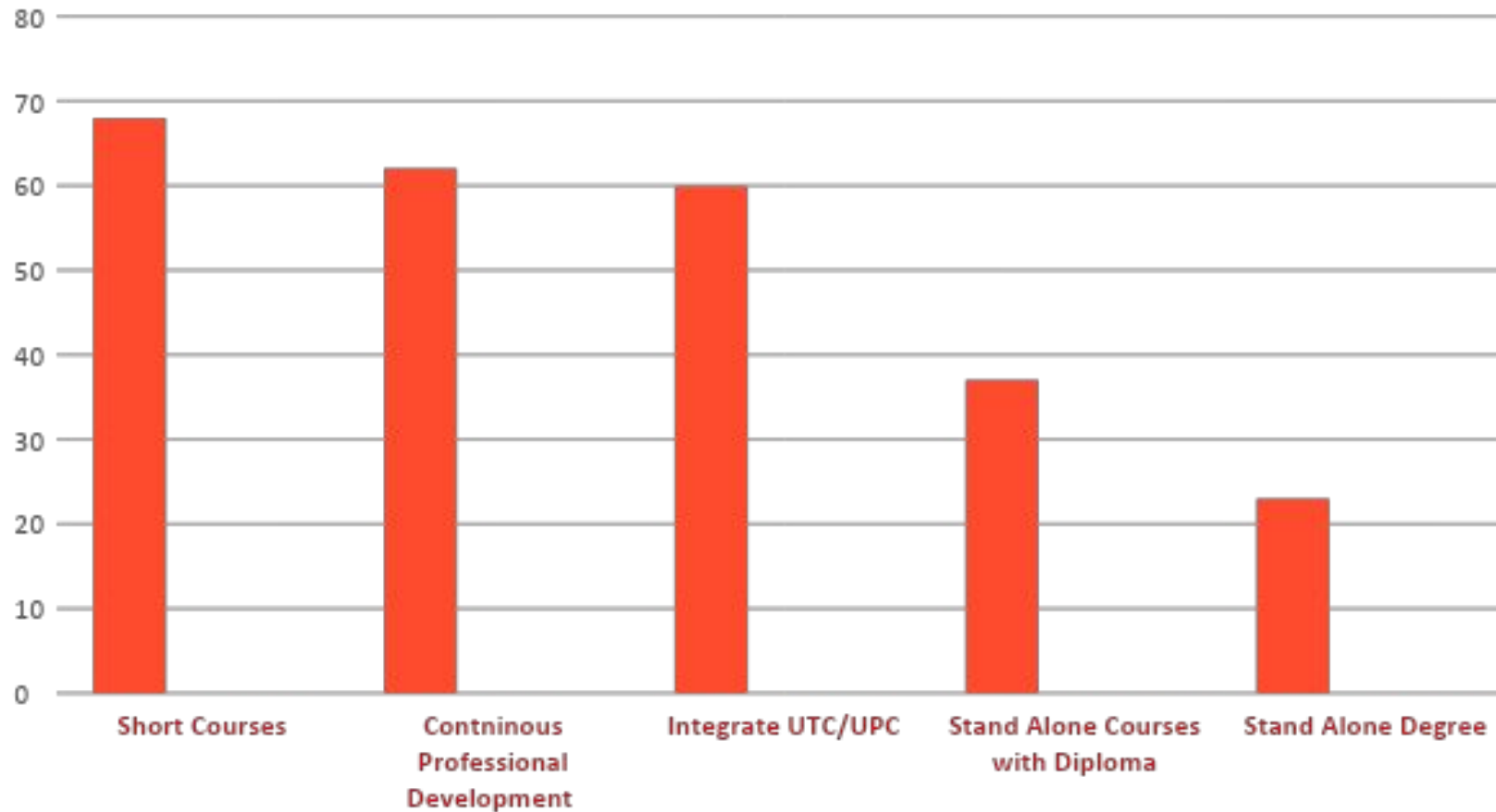
## Gaps & Challenges in Current Programs



- **Not enough staff** with up to-date **knowledge/skills and competencies** in SUDs
- **Insufficient training opportunities**
- SUDs are **not a core teaching focus** but subsumed in teaching on psychopathology & other courses
- Does **not lead to any accreditation**
- Teaching broadly focuses on **treatment, prevention & aftercare**
- Topics such as **harm reduction, medication assisted treatment, vulnerable populations** are **excluded**

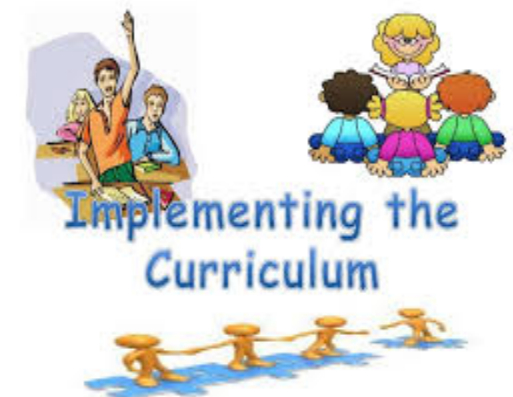
# RESULTS

## Training programmes universities most keen on developing with integration of UTC & UPC



# RESULTS

## Universities readiness & willingness to implement (majority are ready)



# RESULTS

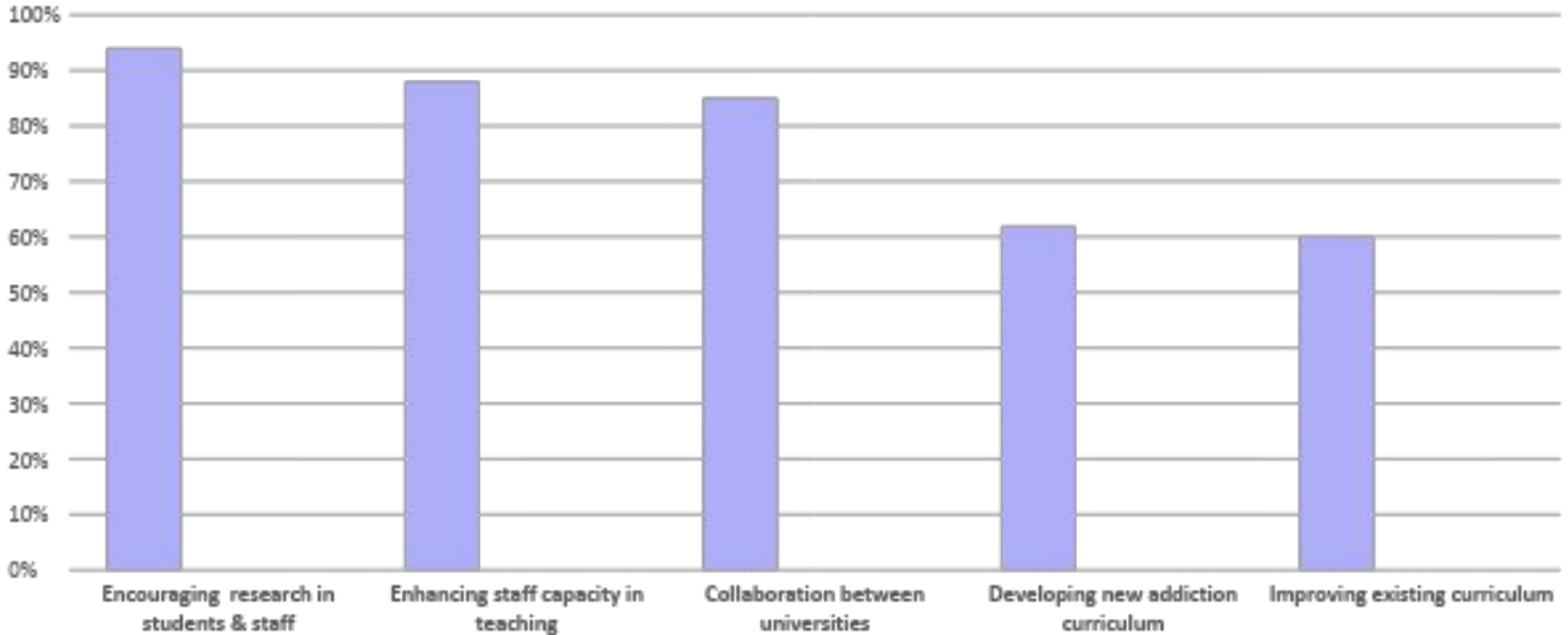
Perceptions on whether Universities **would benefit from UTC/UPC** or both if offered to their university

● Yes - UTC	3
● No - UTC	0
● Yes - UPC	2
● No - UPC	1
● Both UTC and UPC	32





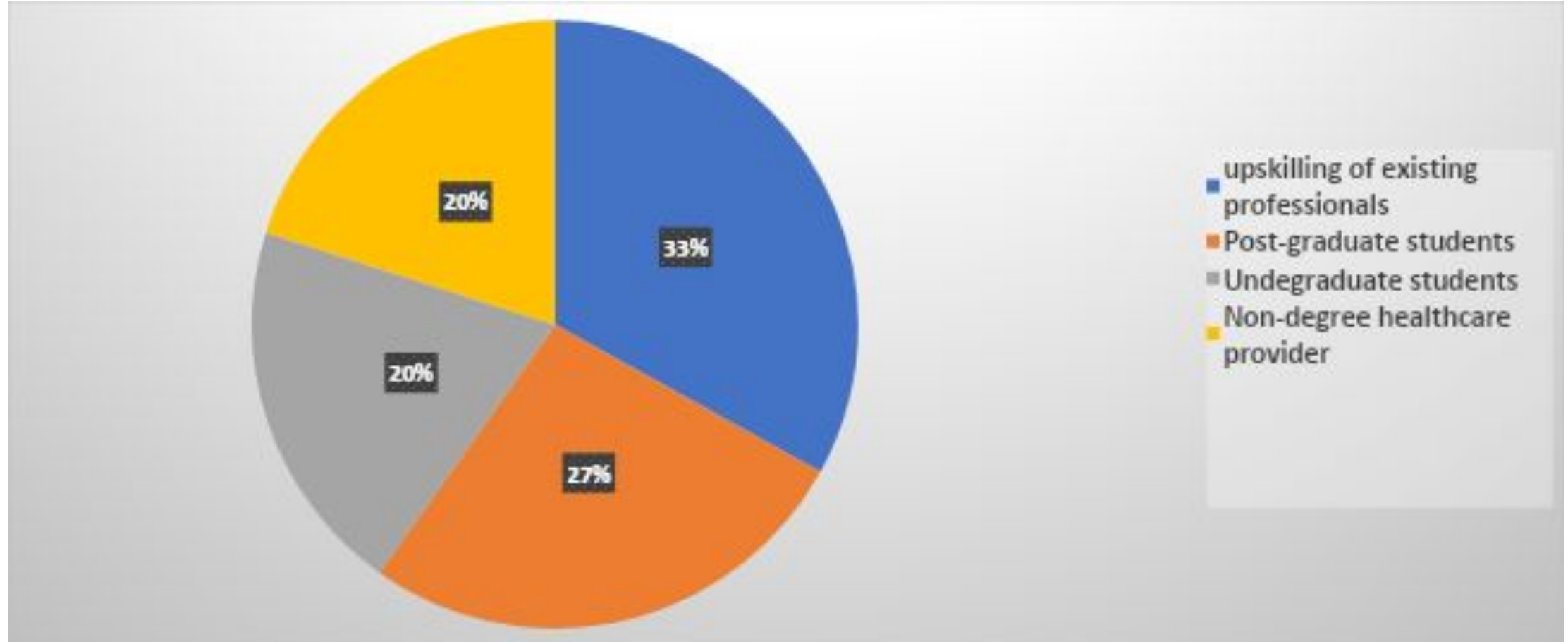
### Perceptions on what can be achieved through cooperation with ICDDUR



**Predominant response was universities would need support from ICUDDR**

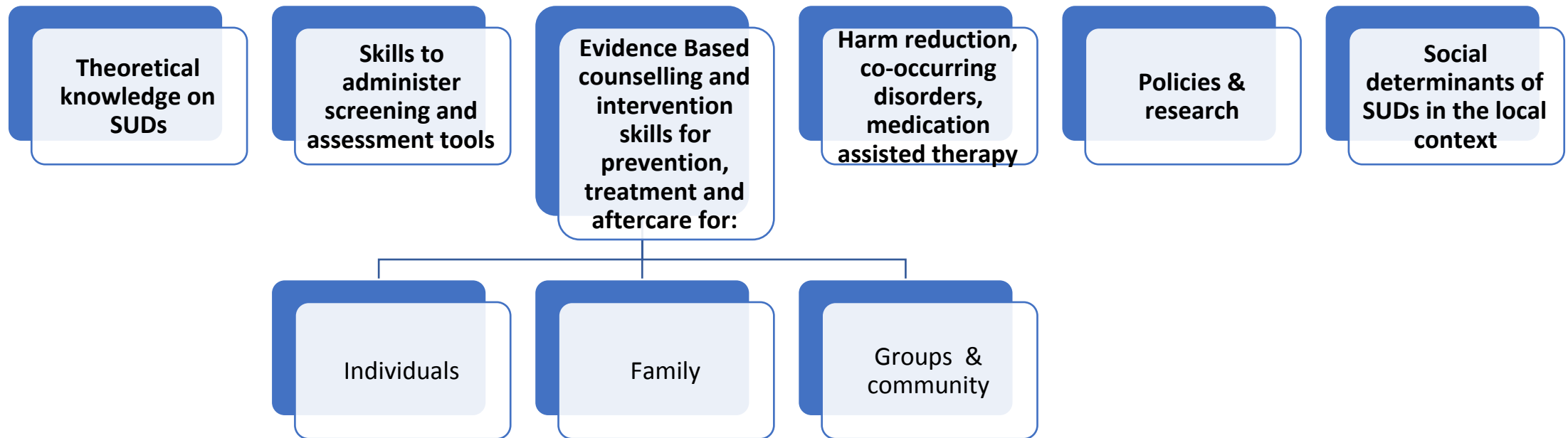


## Potential candidates to be trained with the curriculum





**What knowledge , skills, attitudes and competencies would be important to learn**



# Outcomes in South Africa

- South African **Universities** who attended walkthrough have started implementing UTC in their teaching
- **ICUDDR** has **already started** providing **the technical support & expertise**
- **Published** a paper on the results of the needs assessment
- In the **process of evaluating the challenges, barriers & successes** at these universities **in their implementation process**



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**Needs assessment and preparatory work for addiction science programs at universities: experiences of universities in South Africa**

Rehana Kader, Rajen Govender, Warren Cornelius, Lameze Abrahams, Fergus Ashburner, Nurain Tisaker, Michal Mirowsky & Nadine Harker

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# Outcomes in the African Continent

## Regions in Africa



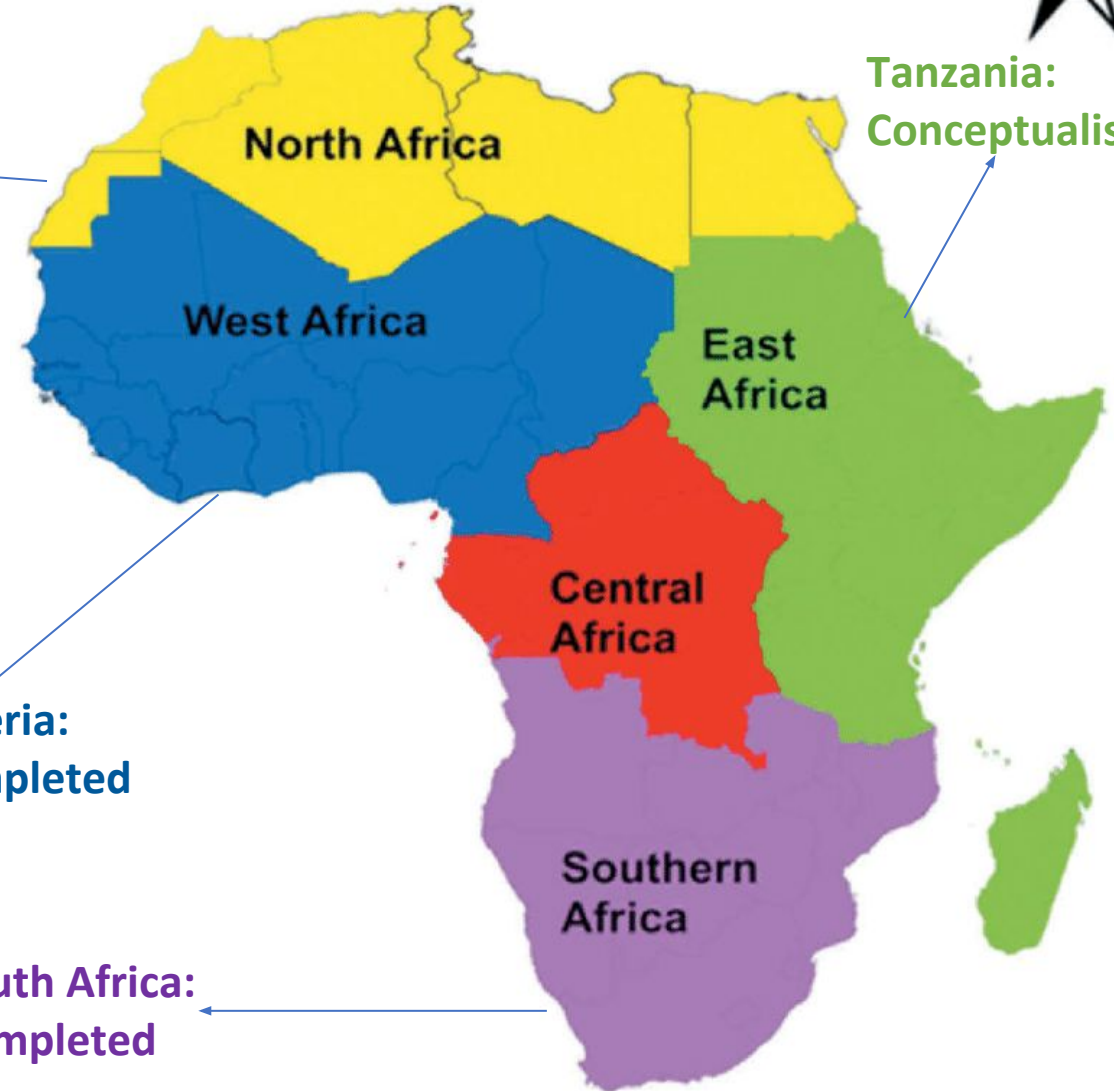
**Egypt:  
Completed**

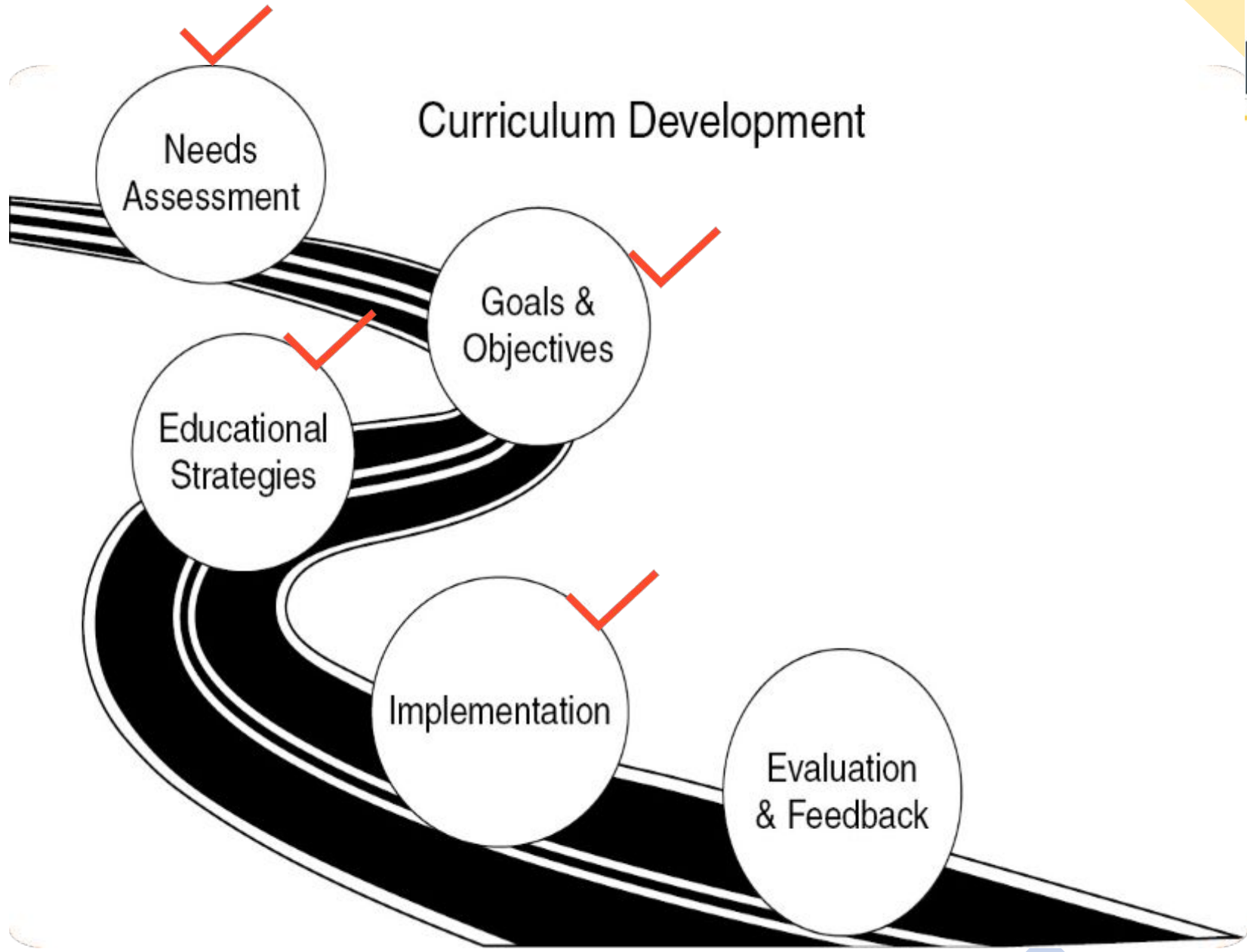
**Tanzania:  
Conceptualising**

**Needs Assessment to replicated at universities  
in the rest of the African Continent**

**Nigeria:  
Completed**

**South Africa:  
Completed**





- **Academic training** is crucial for **effective treatment** of SUDs
- Provides **professionals** with **knowledge, skills and credibility** to provide **high quality care to clients**
- Ensures students are adequately trained according to **core competencies needed for addiction professionals in the workforce.**





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