



## **Department of Addictology**

First Faculty of Medicine and General University Hospital in Prague

Charles University in Prague

**Does university education and training on addictions really represent new opportunity for increasing quality of workforce and addiction specific services in prevention, treatment and harm reduction?**

**Michal Miovský and ICUDDR team**

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INDRA: dialogues for an international didactic repository for addictions.

**Lisbon Addictions: Wednesday 22nd November 15:00 - 16:30. Insights Zone 2 (I2)**



# A Major Challenge in addiction field

- Scientific research is **not being translated** to the workforce and we have a poor dialog between science, practice and employers.
- **Addiction remains misunderstood**, resulting in non-evidence based practices for treatment and prevention
- Failure of non-scientific interventions results in **loss of public confidence** in the field

**Conclusion:** We need to do a better job of preparing the addictions workforce and improve dialog between academic sphere, professional societies, workforce and employers.






# The Global Context

- Addiction Prevention and Treatment is **not recognized as a unique field**; incorporated within other disciplines:
  - Treatment: psychology, psychiatry, public health, medicine, social work, nursing
  - Prevention: psychology, public health, sociology, communications, education, communication
- **Tangential and fragmented focus**; multidisciplinary specialization is lacking
- **A University consortium needed** to shape the discipline and advocate for formal academic training programs in addiction studies in order to produce a new generation of addiction professionals



# Addiction specialty institutional infrastructure (Miovský et al., 2019)

Addiction discipline/field (theories, methods, and terminology)		
		
<b>(A) Self-help and patient activities</b>	<b>(B) Service providers</b>	<b>(C) Addiction studies</b>
(A1) Self-help groups	(B1) Prevention services	(C1) Specialized journals
(A2) Recovery groups	(B2) Treatment and rehabilitation services	(C2) Research centres
(A3) Natural recovery	(B3) Harm reduction and risk reduction services and activities	(C3) Professional societies
(A4) Patient initiatives		(C4) Specialized libraries and documentation centres
(A5) Public interest groups		(C5) Training and education programmes and institutions
		(C6) Funding agencies and policy makers

**Fig. 1.** Key disciplinary components in the field of addiction.



**Addiction specific infrastructure - for more details:**  
<https://www.researchgate.net/profile/Michal-Miovsky>

Cent Eur J Public Health 2019 Dec; 27 (Supl): S83–S91

# **NATIONAL ADDICTION-SPECIFIC INSTITUTIONAL INFRASTRUCTURE – FUNDAMENTAL PREREQUISITE FOR SUCCESSFUL IMPLEMENTATION OF SPECIALIZED ACADEMIC DEGREE STUDY PROGRAMMES: A CASE STUDY IN HISTORICAL PERSPECTIVE**

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## **SUMMARY**

*Objective:* Human resources are crucial for addiction treatment and prevention services, as well as for science and research. The aim of this historical case study is to explain and demonstrate the role of specialized university academic degree study programmes in addictions in the context of a national institutional infrastructure. This specific group of very highly specialized academic programmes represents the highest level of professional development and is producing a totally new generation of addiction specialists with a very distinctive professional identity.

*Methods:* The study protocol is based on a case study research design and the case is defined as the historical development of addiction specialized institutions closely related to self-help, prevention, and treatment activities on the historical territory of the Czech Republic. We identified relevant historical sources related to establishing and/or running activities or institutions according to the categories specified in our concept



## **II. The emergence of academic education on addictions**

University academic degree programs with special focus on addictions are a consequence of the infrastructure building process.

**This phenomenon meets different needs of the addiction field (prevention, treatment and harm reduction services) as well as the academic field (e.g. public health, specific interdisciplinary based addiction research etc.).**



# First wave of addiction specific university education programmes

- Some programmes have a tradition longer than 40 years and are a traditional part of addiction education (e.g. the MSc. in Scotland, MA in Barcelona etc.).
- Some programmes have only a theoretical profile (no clinical training/practice), e.g. the MSc. in Liverpool (on JMU).
- Some programmes are delivered in national languages, some are in English for international students (King's College, WCU and New Zealand – joint degree).
- Some programmes use “internal” (voluntarily-based) licensing of graduates for clinical work (in the UK).
- Some programmes have a real licensing system regulated by national legislation (e.g. the Czechia) with well defined position/competencies of graduates on labour market.





# The oldest European academic education program on Trinity College in Dublin (est. 1983)

*Drugs: education, prevention and policy*, August 2011; 18(4): 295–302  
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DOI: 10.3109/09687637.2010.519360

**informa**  
healthcare

## Addiction counsellors in the Republic of Ireland: Exploring the emergence of a new profession

Shane Butler

*School of Social Work and Social Policy, Trinity College, Dublin 2, Ireland*

This article reviews the emergence and expansion of addiction counselling as a specialist form of professional practice with problem drinkers and drug users in Ireland, over the past 30 years. It sees addiction counselling as having its roots in a widely shared disenchantment with the 'medical model' of addiction treatment, and identifies the main factors which

quite unprepared for what would later be referred to as Dublin's 'opiate epidemic' (Butler, 1991; Dean, O'Hare, O'Connor, M. Kelly, & G. Kelly, 1985) – the appearance, for the first time, of substantial pockets of injecting heroin use in some of the city's more economically deprived and socially marginalized neighbourhoods. The persistence of this form of drug use, and its unfortunate coincidence with the advent of





# Phase I: Mapping period

- What exactly represents addictions specific academic education and training programs?
- How many?
- Where?
- What is the content and focus?
- Clinical/theoretical oriented?

## **Global mapping survey:**

- 2013-2014: preparatory phase (tool and procedure)
- 2015-2016: Conducting Google Survey leaded by dr. Pavlovska/Lososova
- 2017-2022: analysing and publishing work



# Addiction education on Universities: first simple sorting system

- **specialized training and education programs** as a separate component of existing undergraduate, graduate, or postgraduate programs in different disciplines (typically psychology, medicine, social work, nursing, etc.) such as, e.g., specialized courses, training modules, study visits, e-learning lessons, etc.;
- **summer or winter schools specializing in addiction** and dedicated to different kinds of target groups and topics (public health, mental health, risk reduction management, clinical or academic training, etc.);
- **comprehensive academic degree programs** that focus on addictions at the bachelor's, master's, and doctoral levels and similar programs specifically dedicated to addictions;
- any kind of **lifelong education training and education activities** for substance use professionals and/or for different kinds of health or social work professionals (e.g., motivational interviewing, etc.).



# Google university survey in EU

- **AIMS:** The aim of the study was to map addiction (-specific) study programmes in Europe.
- **METHODS:** An international internet search of university study programmes in the world was conducted during the period January-July 2015, with the main focus on Europe and North America.
- **FINDINGS:** A total of 34 university study programmes in Europe were found in the tracking period. They were located at 24 different universities, and operated at all levels (bachelor's, master's, and PHD).
- **Keywords:** drug and alcohol studies, addiction studies, addiction counselling



# University survey in Europe - B

Table 2: Percentages of programs offering degrees  
a different educational levels in European Universities



Degree	% (N)
BSc./Bc./BA	6
MSc./MS.	14
MA	3
PgDip	3
PgCert	3
PHD	5
Amount	34





# University survey: preliminary results 4

Table 3: Subjects taught according to the frequency in study programmes



Key word	Frequency
Research methods, statistics, methodology, evaluation, evidence-based practice, data analysis	25
Introduction to substance use and addiction, basic theories, models of addiction	18
Intervention methods and skills, motivational interviewing	17
Treatment, recovery	10
Criminal justice system, law, drugs and crime	10
Mental health, dual diagnoses	10
Social science, work, policy, sociology	9
Clinical placement, practice	8
National, international policy in relation to addiction	8
Harm reduction	7
Psychology	7
Theories and skills of counselling	7
Service/organization management, leading people	7
Psychopharmacology	7
Psychotherapy, cognitive-behavioral therapy, psychoanalysis	7
Prevention	6
Child protection, family therapy	6
Public health	5



# A/ European Survey: for more details



## Drugs: Education, Prevention and Policy



ISSN: 0968-7637 (Print) 1465-3370 (Online) Journal homepage: <http://www.tandfonline.com/loi/idep20>

## Overview of the European university-based study programmes in the addictions field

Amalie Pavlovská, Michal Miovský, Thomas F. Babor & Roman Gabrhelík

To cite this article: Amalie Pavlovská, Michal Miovský, Thomas F. Babor & Roman Gabrhelík (2017) Overview of the European university-based study programmes in the addictions field, *Drugs: Education, Prevention and Policy*, 24:6, 485-491, DOI: [10.1080/09687637.2016.1223603](https://doi.org/10.1080/09687637.2016.1223603)

To link to this article: <http://dx.doi.org/10.1080/09687637.2016.1223603>





# B/ USA/Canada Survey: for more details



Journal of Substance Use



ISSN: 1465-9891 (Print) 1475-9942 (Online) Journal homepage: <http://www.tandfonline.com/loi/ijisu20>

## Overview of the university-based addiction studies programs in the United States

Amalie Pavlovská, Roger H. Peters, Roman Gabrhelík, Michal Miovský, Zili Sloboda & Thomas F. Babor

To cite this article: Amalie Pavlovská, Roger H. Peters, Roman Gabrhelík, Michal Miovský, Zili Sloboda & Thomas F. Babor (2018): Overview of the university-based addiction studies programs in the United States, *Journal of Substance Use*, DOI: [10.1080/14659891.2018.1505970](https://doi.org/10.1080/14659891.2018.1505970)

To link to this article: <https://doi.org/10.1080/14659891.2018.1505970>



# C/ African Survey: for more details



## Journal of Substance Use



ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/ijsu20>

## Overview of university-based academic programs in addiction studies in Africa

Amalie Lososová , Kimberly A. Johnson , William Sinkele , Isidore Silas Obot & Michal Miovský

To cite this article: Amalie Lososová , Kimberly A. Johnson , William Sinkele , Isidore Silas Obot & Michal Miovský (2020): Overview of university-based academic programs in addiction studies in Africa, Journal of Substance Use, DOI: [10.1080/14659891.2020.1779830](https://doi.org/10.1080/14659891.2020.1779830)

To link to this article: <https://doi.org/10.1080/14659891.2020.1779830>



### **III. ICUDDR:**

**international platform for academic institutions  
on addictions**

...hundreds well-managed, highly specialised academic  
programs around the world is not a simple coincidence...



# Milestone in 2016: establishing platform for academic institutions

## ICUDDR

International Consortium of Universities on Drug Demand Reduction





## Goals of ICUDDR - A

- **Network Development:** Establish a network of universities with academic programs in addiction studies
- **Education:** Engage students in addiction studies programs and continuing education
- **Research:** Advance research in addiction prevention and treatment





## Goals of ICUDDR – B

- **Community Outreach:** Enhance university partnerships with addiction professionals, and research and practice communities
- **Advocacy**
  - Within universities to develop academic programs in addiction studies
  - Policy change to support academic programs and enhancement of addiction services
  - Guidelines and standards for academic programs in addiction studies





# First international curricula UTC/UPC/URC

## Universal Treatment Curricula



## Universal Prevention Curricula



## Adaptation and Translation of Manuals





# ICUDDR Membership







# First join projects and activities...

## Collaboration ISSUP and ICUDDR

- We have a join publishing space and Journal where is possible to publish our outputs and share information (Addictology Journal) available at <https://www.addictology.cz>.

 [journal.adiktologie@lf1.cuni.cz](mailto:journal.adiktologie@lf1.cuni.cz)

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# ADDICTOLOGY

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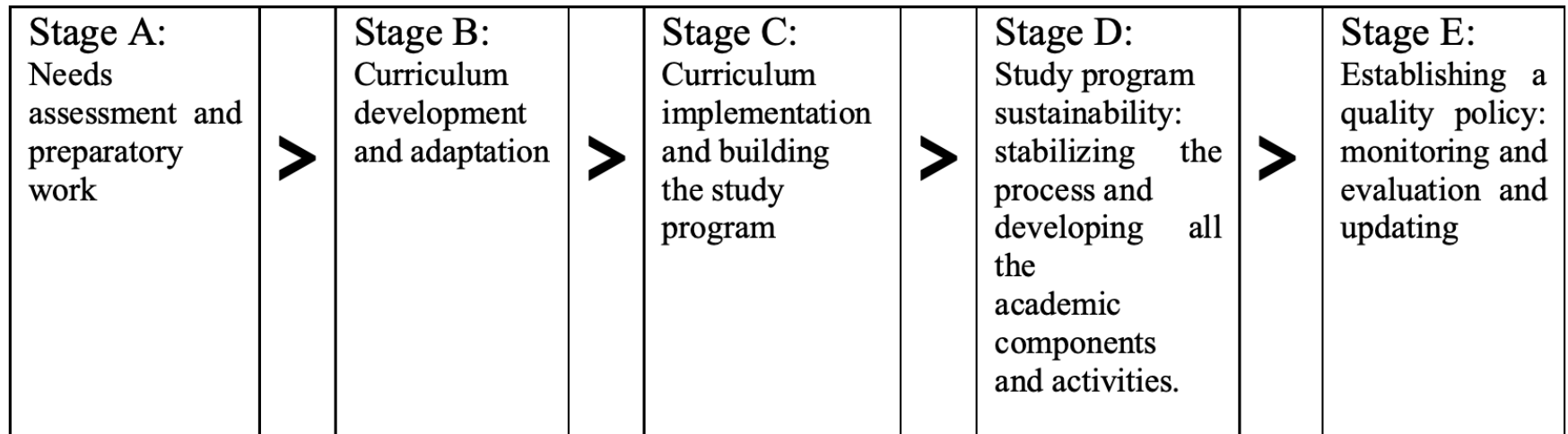
CURRENT JOURNAL ISSUE



# Implementation support.....

Specialized addiction education and training  
curricula for the academic sphere:

## Implementation Guide



**Figure 1:** The process of establishing an academic study program in five stages<sup>2</sup>



## **IV. ICUDDR within the COVID times: ...time for reflection, time to change...**

Quality

Communication and Advocacy

Real Impact on Practice



# Broader reflection: Special Issue of Addictology Journal (4/2021 + 1/2022)

## Typology

	1. TARGET DISCIPLINE	2. LEVEL OF STUDIES	3. SCOPE AND PROFILE
<b>TYPE 1</b>	General education, e.g. psychiatrist	Graduate degree program	Clinically-oriented
<b>TYPE 2</b>	Primary specialization	Undergraduate certificate/diploma/AA/BA	Clinically-oriented
<b>TYPE 3</b>	Primary specialization	Graduate (MA)	Clinically-oriented + various specialization
<b>TYPE 4</b>	Primary specialization	Graduate (MA)	Theoretically-oriented
<b>TYPE 5</b>	General education, e.g. psychiatrist; Primary specialization	Postgraduate (PhD)	Research/theoretically-oriented
<b>TYPE 6</b>	General education, e.g. psychiatrist; Primary specialization	Continuing/life-long education	Theoretically/clinically- oriented



**1. TARGET DISCIPLINE  
+  
SPECIALIZATION**

**A. General education  
+ specialization**

**Majors**

**Continuing  
education**

**Medicine**

**Psychology**

**Public health**

**B. Primary  
specialization**

**Addiction  
studies**

**Addiction  
medicine**

**2. LEVEL OF STUDIES  
+  
AWARD**

**Universal curricula**

**A. Undegraduate**

**B. Graduate**

**C. Postgraduate**

**A. Certificate**

**B. Diploma**

**C. Degree**

**AA**

**BA**

**MA**

**PHD**

**D. Life-long/  
continuing  
education**

**SUMMER  
SCHOOLS**

**3. SCOPE  
+  
GRADUATES' PROFILE**

**A. Theoretically  
oriented**

**B. Clinically  
oriented**

**C. Research  
oriented**

**Focus**

**Prevention**

**Treatment**

**Law**

**Policy**

**Management**

# New Trends in Education and Training Programs in Addictions at the Higher Education and University Levels

**MIOVSKY, M.<sup>1, 2, 5</sup>, VOLFOVA, A.<sup>1, 2</sup>, JOHNSON, K.<sup>3, 5</sup>, PETERS, R.<sup>3, 5</sup>, KOUTSENOK, I.<sup>4, 5</sup>, HEAPS, M.<sup>5</sup>, LOSOSOVA, A.<sup>1, 2</sup>**

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**Citation** | Miovsky, M., Volfova, A., Johnson, K., Peters, R., Koutsenok, I., Heaps, M., & Lososova, A. (2021). New trends in education and training programs in addictions at the higher education and university levels. *Adiktologie*, 21(4), 201–209. <https://doi.org/10.35198/01-2021-004-0005>



# Quality, Quality standards and competency models

- Establishing an international group together with our international partners – focus on quality and standards...
- Collaboration with European wide project Wave (June 2022)
- Specific searching of competency models (SAHMSA, NASAC, ASAM/ISAM, APA etc. (on-going task).
- First conducted and published studies focus on competency models (e.g. Vondrova et al., 2020).
- Planning an systematic project based on international network under ICUDDR platform: project based on “Champions Forum” represented by leading providers with longer tradition and sustainable programs (2022-2023).
- Collaboration with University of Connecticut: UCONN Graduate Certificate in ATOD Research on Addiction



## Summary:

- The emerging process of establishing academic addiction specialty programs has a huge potential for the future quality of workforce in addiction services.
- We can recognize many original curricula but with very clear and similar focuses/topics/subjects.
- There is a rapidly growing international network sharing curricula and supporting implementation praxis based on open-access principles.
- **Quality, quality standards and competency models became a critical issue and movement forward is represented by international network and standard academic collaboration.**
- The most challenging issue is establishing a new and unique professional group as a separate profession and field with national models that include legislative background, links to insurance companies, etc.



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# 70 years anniversary

## 1948 - 2018



# Thank you for your attention

## [www.icuddr.com](http://www.icuddr.com)