The Kenya NACADA Authority Training Series for Addiction Professionals

Trainer Manual

Curriculum 1

Physiology and Pharmacology for Addiction Professionals

NACADA
AUTHORITY
FOR A DRUG FREE NATION

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Training Curriculum Series 1

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Disclaimer

The substance use disorder treatment interventions described or referred to herein do not necessarily reflect the official position of INL or the U.S. Department of State. The guidelines in this document should not be considered substitutes for individualized client care.

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TRAINER ORIENTATION

Introduction

The problem

Psychoactive substance use and substance use disorders (SUDs) continue to be major problems around the world, taking a toll on global health and on social and economic functioning. The United Nations Office on Drugs and Crime (UNODC) reports that, in 2009, 149 to 272 million people between ages 15 and 64 used illicit substances[1] at least once.[2]

Of those who use psychoactive substances, a significant number will develop substance use problems or SUDs. The UNODC survey notes that between 15 and 39 million people between ages 15 and 64 used illicit substances at a level defined as "problem use."[2] The wide range is due to difficulties collecting complete and accurate data internationally.

SUDs contribute significantly to global illness, disability, and death. Injection drug use (IDU) is a significant means of transmission for serious communicable diseases such as hepatitis and HIV/AIDS. The World Health Organization (WHO) notes that 136 countries report IDU,[3] and UNODC estimates that 11 to 21 million people injected drugs in 2009.[2] Overall, roughly 10 percent of all new HIV infections worldwide are the result of IDU, and in some regions IDU is now the main route of HIV transmission.

The numbers are significant. However, the Executive Director of UNODC, Yuri Fedotov, notes that "there continues to be an enormous unmet need for drug use prevention, treatment, care and support, particularly in developing countries."[4]

The training series

Curriculum 1: *Physiology and Pharmacology for Addiction Professionals* is part of a training series developed through funding from the U.S. Department of State to the Kenya NACADA Authority. More Information about NACADA can be found at http://www.nacada.go.ke/.

The overall goal of the training series is to reduce the significant health, social, and economic problems associated with SUDs by building international treatment capacity through training, professionalizing, and expanding the global treatment workforce. The training prepares counselors for professional certification at the entry level by providing the latest information about SUDs and their treatment and facilitating hands-on activities to develop skills and confidence in a relatively new treatment workforce. The curricula also provide an updated review for those who are beginning to supervise workers who are new to the field.

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[1] *Illicit substances* include opioids, cannabis, cocaine, amphetamine-type stimulants, and other substances (e.g., hallucinogens, ecstasy).
[2] UNODC. (2011). *World drug report 2011*. New York: United Nations.
[3] WHO. (2010). *Management of substance abuse*. Geneva: Author. Retrieved October 22, 2010, from http://www.who.int/substance_abuse/facts/en/index.html
[4] UNODC. (2011). *World drug report 2011* (p. 9). New York: United Nations.

The training series comprises nine separate curricula:

Curriculum 1: *Physiology and Pharmacology for Addiction Professionals* **(this curriculum, 3 days)**

Curriculum 2: *Treatment for Substance Use Disorders—The Continuum of Care for Addiction Professionals* (5 days)

Curriculum 3: *Common Co-Occurring Mental and Medical Disorders—An Overview for Addiction Professionals* (3 days)

Curriculum 4: *Basic Counseling Skills for Addiction Professionals* (5 days)

Curriculum 5: *Assessment and Intake, Treatment Planning, and Documentation for Addiction Professionals* (4 days)

Curriculum 6: *Case Management for Addiction Professionals* (2 days)

Curriculum 7: *Crisis Intervention for Addiction Professionals* (2 days)

Curriculum 8: *Ethics for Addiction Professionals* (4 days)

Curriculum 9: *Working With Families in Substance Use Disorder Treatment* (3 days)

Each curriculum is self-contained; however, participants generally should complete each curriculum in order. The first three curricula provide an overall context of SUDs and their treatment and serve as a foundation for the skills-based and foundational curricula that follow (Curricula 4 through 9).

Goals and Objectives for Curriculum 1

Training goals

- To provide participants with an understanding of the physiology of addiction as a brain disease; and
- To provide participants with information about the pharmacology of psychoactive substances.

Learning objectives

Participants who complete Curriculum 1 will be able to:

- Name and briefly describe four classes of psychoactive substances;
- Describe the ways in which psychoactive substances may be taken;
- Define substance use disorders;
- Define physiological dependence;

- Define addiction;
- Briefly describe the ways in which substance use affects normal brain communication;
- Define and describe the concept of stigma; and
- Describe the effects and consequences of at least six psychoactive substances.

The Trainer

Trainer qualifications

This curriculum can be implemented by people with little previous training experience. However, trainers should have had this or similar training and be familiar with the subject matter. Trainers for this course should have the following knowledge and skills:

- A working knowledge of the curriculum content;
- Experience working with the client treatment populations;
- Experience using the techniques taught in the course;
- Ability to facilitate participant learning, including use of diverse exercises, case studies, and group exercises that address multiple learning styles;
- Understanding of and sensitivity to cultural issues specific to both the participants and the client treatment populations; and
- Ability to work with participants in a positive, empathetic manner.

Two trainers, or co-trainers, are essential for multiday courses. In addition, a support person to help with logistics is ideal, particularly with training groups of more than 20 participants.

Trainer demeanor

Just like real estate, trainers need "curb appeal." If outward appearance is neat and attractive, people will want to know more about the trainer and what he or she has to offer.

The trainer has only one opportunity to make a good first impression. In the first minute of meeting someone new, people make multiple assumptions about the new person, including the new person's levels of expertise, success, education, and knowledge. Most people start making these assumptions before a single word is uttered. They process visual information and quickly form opinions. Attire, grooming, posture, and facial expressions affect these opinions. The following guidelines may be useful:

- Clothing says a lot about a person. Dressing one level above that of the training participants shows respect for them. On the one hand, dressing too casually or sloppily signals that the trainer does not take the relationship seriously. On the other hand, dressing too formally places distance between the trainer and the participants.

- "Flashy" is distracting at best. Flashy or large earrings, necklaces, and watches focus participants' attention on the objects, not on the content of the training.
- Careful personal grooming (brushed teeth, combed hair, a fresh shave or trimmed beard, clean fingernails) says that the trainer cares about what others think of him or her.
- Perfumes and colognes can be distracting and should be avoided. Many people have allergies or simply dislike certain scents. Ensure that fragrances do not force participants out of the training room!
- Neither the trainer nor the participants should chew gum during the training sessions.

Additional suggestions regarding overall presentation are in Appendix B.

The Trainer Manual

This *Trainer Manual* has five parts:

- Part I—Trainer Orientation (this section);
- Part II—Master Agenda;
- Part III—Evaluation Forms;
- Part IV—Training Modules; and
- Part V—Appendices.

Part II—Master Agenda is included for planning. This training is designed to be delivered over 3 consecutive days, as reflected in the Master Agenda. However, the modular structure allows for flexibility. If necessary, the training could be offered over several weeks (with some modifications), although all six modules should be delivered in the order in which they are presented in the manual.

The times indicated for module activities are guidelines. Actual times will depend on each training group's size and participation level. Based on participants' learning needs, more or less time can be allotted by the trainer than is indicated on a particular topic. The Master Agenda also assumes that the training day begins at 0900 hours and ends before 1800 hours. The trainer should prepare a daily schedule for participants, using actual start and end times.

Part III—Evaluation Forms includes two forms: a Daily Evaluation form for participants to complete at the end of each day of training and an Overall Training Evaluation form to be used at the end of the training. The Daily Evaluation helps the trainer identify whether adjustments need to be made during the training. The Overall Training Evaluation provides an overall look at participants' experiences. Participants need to know that completing the forms is important and that their feedback will improve training content and delivery over time.

Part IV—Training Modules provides instructions for presenting the six modules in Curriculum 1. Each module in the manual includes:

- A Preparation Checklist;
- A timeline;
- An overview of goals and objectives;
- Presentation and exercise instructions;
- Exercise materials;
- Copies of Resource Pages from the *Participant Manual*; and
- Copies of the PowerPoint slides.

Trainer presentations are written as a script, and script text is italicized (e.g., **Say:** *Please turn to Module 2 in your manuals.*). Trainers should feel free to use their own words and add examples. Adding real-life examples enriches the training experience but needs to be balanced with time considerations.

Teaching instructions throughout the modules offer specific guidance, alternative approaches, or special considerations.

Teaching Instructions: Look like this.

The curriculum incorporates icons that offer the trainer visual cues:

Icon	***Indicates***
 30 minutes	The approximate time for the section.
	The trainer introduces a journal or other writing exercise.
	The trainer refers to the *Participant Manual*.
	The trainer uses newsprint.
	The trainer introduces a small-group exercise.
	The trainer introduces a partner exercise.
Say: or **Ask:**	The trainer begins or continues a presentation or asks a question of the group.

Part V—Appendices includes:

- Appendix A—Energizers (a list of activities to invigorate the group);
- Appendix B—Learner-Centered Trainer Skills: A Brief Overview;
- Appendix C—Dealing With Difficult Participants During Training;
- Appendix D—Glossary;
- Appendix E—Resources; and
- Appendix F—Special Acknowledgments.

Appendix E—Resources is particularly important. This appendix provides resources for background reading on major curriculum topics to help trainers become as familiar as possible with the curriculum topics.

The *Participant Manual*

Trainers must tell participants to bring their manuals with them each day. The *Participant Manual* contains a participant orientation, glossary, and resources and includes, for each module:

- Training goals and learning objectives;
- A timeline;
- PowerPoint (PPT) slides with space for notes;
- Resource Pages containing additional information or exercise instructions and materials; and
- A module summary for future reference.

The trainer also provides each participant with a notebook. It can be a spiral-bound notebook, a lined notepad, or simply pieces of paper stapled together. Participants use the notebook as a journal, for specific writing exercises, and to note:

- Shared resources they would like to review at a later date;
- Topics they would like to read more about;
- A principle they would like to think more about;
- A technique they would like to try;
- Ways to use their new skills and knowledge in their practice; and
- Possible barriers to using new techniques.

The CD-ROM

The CD-ROM contains PPT presentations for Modules 1–5 and 1 concert review presentation; Module 6 does not use PPT slides. The concert review presentation consists of selected PPT slides that are to be viewed with accompanying music provided by the trainers. The presentation should be set to advance slides automatically at 6-second intervals, allowing participants to review material in a relaxed atmosphere that aids retention.

TAP 21

Developed by the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration, Technical Assistance Publication (TAP) 21: *Addiction Counseling Competencies—The Knowledge, Skills, and Attitudes of Professional Practice* provides a common foundation on which to base training and certification of addiction professionals. The publication addresses these questions:

- What professional standards should guide counselors working with people with SUDs?
- What is an appropriate scope of practice for those in the field of SUD counseling?
- Which competencies are associated with positive treatment outcomes?
- What knowledge, skills, and attitudes should all SUD treatment professionals have in common?

TAP 21 can serve as a useful reference for training participants, especially as they prepare for their certification examination. The *Trainer Manual* provides suggestions for relevant participant reading assignments from the TAP. However, trainers should emphasize that it takes time and experience to develop counseling competence. TAP 21 represents an ideal set of goals, not a starting point. It can be downloaded from http://store.samhsa.gov/.product/SMA08-4171. Hard copies can be ordered from the same site.

The Learning Approach

The adult learner

Although some didactic presentation by the trainer is necessary, the training series relies heavily on collaborative exercises and other learner-directed activities. Adults have a great deal to offer the learning process, having already accumulated knowledge through their education, work, and other experiences. The curriculum provides opportunities for the trainer to encourage participants to share their relevant experience and knowledge with others and to connect them with the curriculum content. This process also facilitates increased partnerships and collaborations when participants return to their home communities.

The training series follows the premise that training of adult learners should be based on the following principles:

- Focus on real-world problems;
- Emphasize how the information can be applied;
- Relate the information to learners' goals;
- Relate the materials to learners' experiences;
- Allow debate of and challenge to ideas;
- Listen to and respect the opinions of learners;
- Encourage learners to be resources for the trainer and for one another; and
- Treat learners with RESPECT.

The approach

The learning approach for the training series includes:

- Trainer-led presentations and discussions;
- Frequent use of creative learner-directed activities, such as small-group and partner-to-partner interactions;
- Small-group exercises and presentations;
- Reflective writing exercises;
- Skills role-plays;
- Periodic reviews to enhance retention; and
- Learning assessment exercises.

Role-plays and other exercises are important parts of the training approach (particularly in Curricula 4 through 9). The trainer can help participants feel safe during and learn from these experiences by:

- Ensuring that participants understand what they are to do or observe;
- Affirming role-players' willingness to participate;
- Offering assistance as needed; and
- Using nonjudgmental language and tone during debriefings (e.g., *What was it like for you being the client? What was the hardest part for you as the worker?)*.

It can also be helpful to have participants stand up and literally shake off the roles they were playing before continuing the training.

Preparation

Major training preparation tasks include:

- Logistical planning, including scheduling, selecting the site, and obtaining or arranging for equipment and supplies at the site;
- Selecting and preparing participants; and
- Becoming thoroughly familiar with the curriculum.

Scheduling and site selection are connected. If a hotel site is used, planning needs to begin several months ahead of time.

The training space

An attractive, well-organized training space can enhance a participant's learning experience. The room must be large enough to accommodate all participants and small groups. Seating small groups at round tables is ideal because it saves significant time moving into and out of small groups for the many exercises. The trainer must be able to rearrange the room and seating for particular presentations and exercises. Additional small tables around the edges of the room can hold supplies, learning materials, and trainer materials.

The ideal space is not always possible, however. If the space is not large enough to accommodate tables, small groups can always push back chairs and work on the floor if participants are comfortable doing so. Using more than one room at a site can help with space for small-group activities. However, no more than two rooms should be used because it is helpful to have a trainer present in each room to continuously monitor the group process. The training space must provide privacy for role-plays and other activities.

The trainer can create colorful posters or mobiles to add life to the training room. Posters can present key concepts, such as the stages of change. Playing music softly as participants enter the training room (and, when appropriate, during some activities) creates an inviting atmosphere and relaxes participants. Providing tea, coffee, water, and snacks for refreshment breaks encourages participants to mingle and talk with one another during these times. Participants will need information on where to get lunch, if it is not provided.

Equipment and supplies

The PowerPoint presentations require a laptop computer, LCD projector, and screen. A remote control for the projector allows the trainer to move freely around the room. If a remote is not available, the co-trainer who is not currently presenting or a training assistant can advance slides.

> If a PowerPoint projector is not available (or breaks down during the training!), the training can continue without it. The *Participant Manual* has copies of all slides, and the *Trainer Manual* has all the information to explain each slide.

At least one whiteboard (with markers), several pads or rolls of newsprint, tape, and colored paper and markers for creative group presentations are essential to the training. The Preparation Checklist in each module indicates the specific supplies needed for the module.

Master Supply List for All Modules

- Newsprint (A LOT! approximately four pads/rolls per curriculum)
- One *Participant Manual* for each participant
- One copy of TAP 21 for each participant
- One copy of the overall training schedule and Master Agenda for each participant
- One notebook for each participant
- Small index cards (approximately four per participant)
- Colored paper (approximately 50 sheets of each of 8 to 10 colors)
- Colored markers:
  - Washable, unscented, and in multiple colors (one set per table for participant use)
  - Multiple black and blue markers for presentation use (black and blue are most visible on newsprint; light colors can be used for highlighting)
- Scissors (one or two pairs per table)
- Tape (one or two rolls of masking tape for hanging newsprint; one roll of cellophane tape per table for exercises)
- One or two soft balls or other squishy toys
- Funny hats or other unusual items to use during exercises
- Poster board (optional for exercises; newsprint can be substituted)
- Timer or watch with a second hand
- Beans, marbles, small candies, or other small objects to use as counters during exercises

Some activities in Appendix A—Energizers use items not listed here.

Selecting and preparing participants

Ideally, the training group should be large enough to be divided into at least four small groups of at least three participants each, but the training materials can be adjusted for smaller training groups. The training group should not be larger than 20 participants and should comprise the same members throughout the six training modules.

A training group that includes a mix of participants with various degrees of experience often facilitates peer-to-peer teaching and learning. The trainer can prepare participants for learning and increase their positive expectations before the training begins by sending participants a pretraining package that contains items such as:

- A friendly, enthusiastic welcome letter;
- The training Master Agenda;
- Training goals and learning objectives;
- A short list of provocative questions that will stimulate interest in the material (e.g., *Is addiction really a disease?*);
- A quiz that participants can either send back or bring with them to the first session; and
- A list of positive (anonymous) comments about the training from past participants.

The trainer also could ask participants to bring a picture or object that makes them feel relaxed and that can be used to decorate the training space. An energizer on the first day could involve discussing participants' pictures or objects with the group and placing them in the room. This activity indicates that the trainer cares about participants' comfort and that the training may be different from what participants are accustomed to.

When possible, a personal call from a trainer can engage participants and give the trainer useful information about them and their level of interest and motivation.

Becoming familiar with the curriculum

Trainers should read the curriculum, study it, and make sure they understand the training goals and learning objectives of each module and are fully prepared to facilitate the exercises. The better a trainer knows the material, the more he or she can focus on the participants. Solid preparation helps a trainer relax and be more engaging. Co-trainers should strategize their roles and responsibilities ahead of time. The content and timeline box in each module has a column labeled "Person Responsible." This page should be photocopied so that trainers can use it for multiple training groups. Co-trainers can specify in this space the training sections for which each will take primary responsibility. Depending on the match of presentation styles and personalities, some trainers choose to deliver entire modules before switching roles; others prefer to switch roles more frequently.

Other decisions to make include:

- When each co-trainer will capture comments from participants on newsprint or act as timekeeper;
- What the expectations are for individual and small-group process observation; and
- Whether content contributions are accepted and/or expected from the nonpresenting co-trainer.

Customizing the curriculum

The trainer should be prepared to share his or her examples. Whenever possible, the trainer should describe experiences with particular techniques used with clients. The trainer should discuss any adaptations that were necessary for applying techniques to members of particular ethnic, cultural, or gender groups. The trainer should also ask participants to share experiences from their work to ensure that the training addresses specific concerns.

The trainer also must have a good understanding of the needs of the training group and be prepared to adapt the training accordingly. For example, the trainer may need to:

- Simplify the language (particularly clinical terms and jargon) to make concepts easier to understand;
- Allow more time for participants to understand concepts that may be foreign to their cultural worldview;
- Adapt writing exercises for participants with low levels of literacy; and
- Be creative (e.g., use metaphor or traditional storytelling to make a point).

Important!

Although the curriculum can and should be adapted to suit participants' needs and trainers' personalities and training styles, trainers must maintain the integrity of the content. For example:

- The logistics of an exercise may be changed, but the learning objectives should remain the same and be met.
- Group discussion is a valuable part of learner-directed training, but trainers need to manage the time well and not let undirected discussion replace information dissemination or practice exercises.
- Trainers should not assume that participants already know certain information; sections should not be skipped. This training is for new counselors; participants need *all* the information in the curriculum.
- Training timelines allow for interactivity and creativity. However, trainers must remember that adding extra exercises and allowing extended discussion will increase the time needed to complete the module.

Ceremonial welcome

Time is allotted in Module 1 for a ceremonial welcome. The trainer may want to invite a representative from the organization sponsoring the training and/or a guest speaker (e.g., community leader, local thought leader in the field of SUD treatment, local treatment program director) to welcome participants to the training. Such a welcome can impress on participants the importance of the training.

Getting Started: Preparation Checklists

1 to 2 months before the first session

- ☐ Carefully review the curriculum.
- ☐ Review Appendix E—Resources for background reading.
- ☐ Determine who will attend the training.
- ☐ Develop a pretraining package for trainees.
- ☐ Develop an overall schedule for the training, including dates and times for each module.
- ☐ Arrange for the training space and audiovisual equipment.
- ☐ Obtain all necessary training materials.
- ☐ Invite guest speakers.
- ☐ Make arrangements for refreshments, including lunches if they are provided.
- ☐ Prepare a list of local resources for additional training and support for participants. The list could include:
  - o Other training programs that are or will be available;
  - o Names of local individuals or programs that may be helpful; and
  - o The trainer's email address or telephone number and an invitation for participants to contact the trainer with questions or issues (if appropriate).

1 to 2 weeks before the first session

- ☐ Confirm participants' registration.
- ☐ Confirm guest speakers.
- ☐ Select background music.
- ☐ Secure enough copies of the *Participant Manual*.
- ☐ Download enough copies of TAP 21.
- ☐ Check space and equipment arrangements.
- ☐ Load the PPT presentations onto the laptop computer.
- ☐ Review the entire training manual.
- ☐ Prepare and make a copy of daily schedules for each participant.
- ☐ Select energizer activities to use and obtain required supplies. Trainers can select energizers from Appendix A, use their own activities, and/or have participants design and facilitate their own exercise.

1 to 2 days before the first session

- ☐ Finalize room and equipment arrangements.
- ☐ Verify onsite lunch arrangements if necessary.
- ☐ Set up the room.
- ☐ Prepare name badges, if necessary.
- ☐ Make copies of the first day's Daily Evaluation form.
- ☐ Gather all supplies, including the *Participant Manual*, notebooks, and copies of TAP 21, daily schedules, and evaluation forms.
- ☐ Review "Before every session" (below).

Before every session

Review this checklist before presenting each module.

The training space

- ☐ Arrange chairs for each session in a comfortable way, keeping in mind that space is needed for both small- and large-group exercises.
- ☐ Prepare posters illustrating key concepts and terms, and post them around the training room.
- ☐ Save and post key newsprint pages and posters generated during the training to use for review.
- ☐ Create a relaxed atmosphere by playing background music as participants gather.

Equipment and materials

- ☐ CD player for instrumental background music.
- ☐ Computer, LCD projector, and screen.
- ☐ Newsprint pads, easel, and crayons or markers.
- ☐ Evaluation forms.
- ☐ Pins, tacks, or tape to post newsprint on walls.
- ☐ All other materials needed for the session.
- ☐ A timer (optional).

General preparation

- ☐ Review the Preparation Checklists and the modules.
- ☐ Assemble and test necessary equipment, materials, and supplies.
- ☐ Prepare to have fun!

After each session

- ☐ Review completed Daily Evaluation forms for suggestions for the next day's delivery.
- ☐ Secure creative and/or key newsprint resources (e.g., definitions, creative artwork, energizer information) developed by participants for use as a final review and in future trainings.
- ☐ Add into the curriculum content information contributed by participants and/or the co-trainers.