

CICAD Meeting with the Universities of the Americas Concerning the Drug Phenomenon Focusing on the Use of Scientific Evidence

The curriculum of the Schools of Public Health

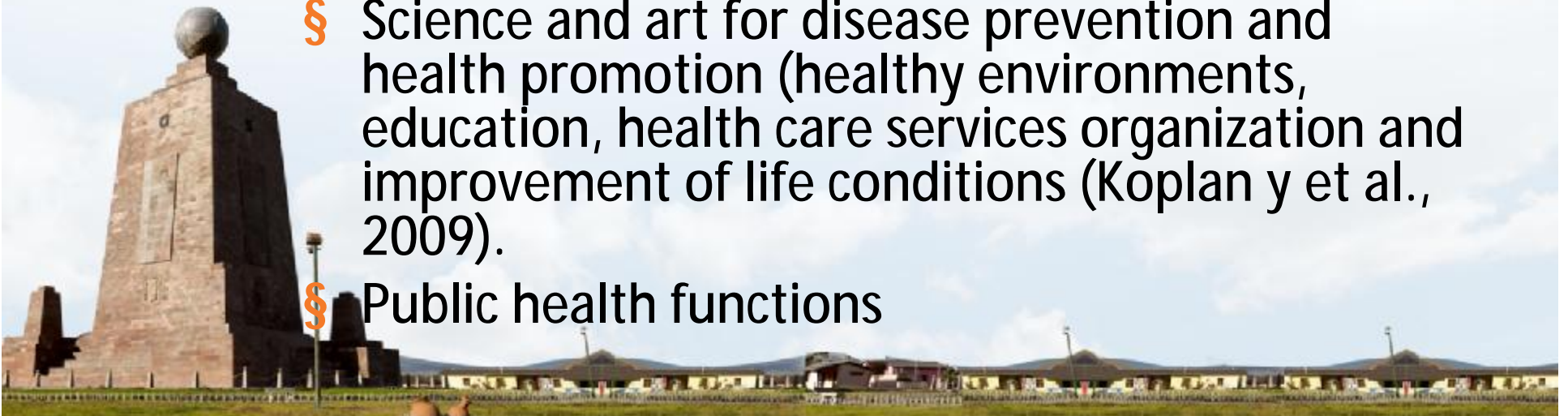


Sept. 12-14, 2012



Public health field

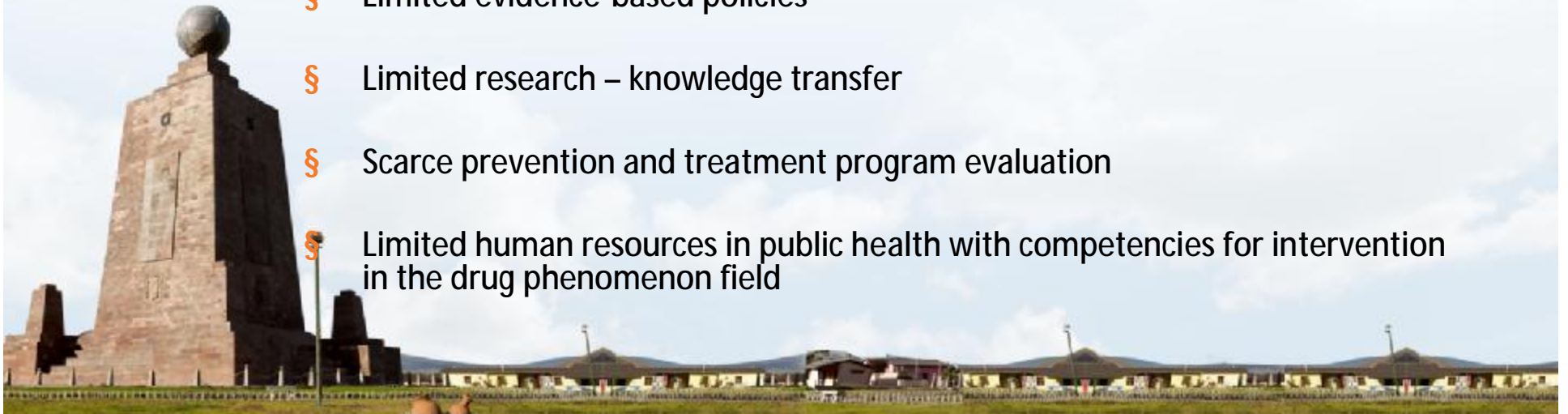
- § Knowledge and transdisciplinary social practice. Includes the government and civil society to protect and improve the people's health (OPS/OMS, 2000).
- § Science and art for disease prevention and health promotion (healthy environments, education, health care services organization and improvement of life conditions (Koplan y et al., 2009).
- § Public health functions





Drug phenomenon: Problems

- § Approach: Centered on individual – mental health (Vereen, 2004)
 - Global perspective. Association: traffic accidents, violence, and risk sexual behaviors (Wright, 2002).
- § Missed opportunities at health care settings
- § Limited evidence-based policies
- § Limited research – knowledge transfer
- § Scarce prevention and treatment program evaluation
- § Limited human resources in public health with competencies for intervention in the drug phenomenon field





Core competencies

- § Findings of research
- § Paper worked at the CICAD meeting by the representatives of the Schools of Public Health





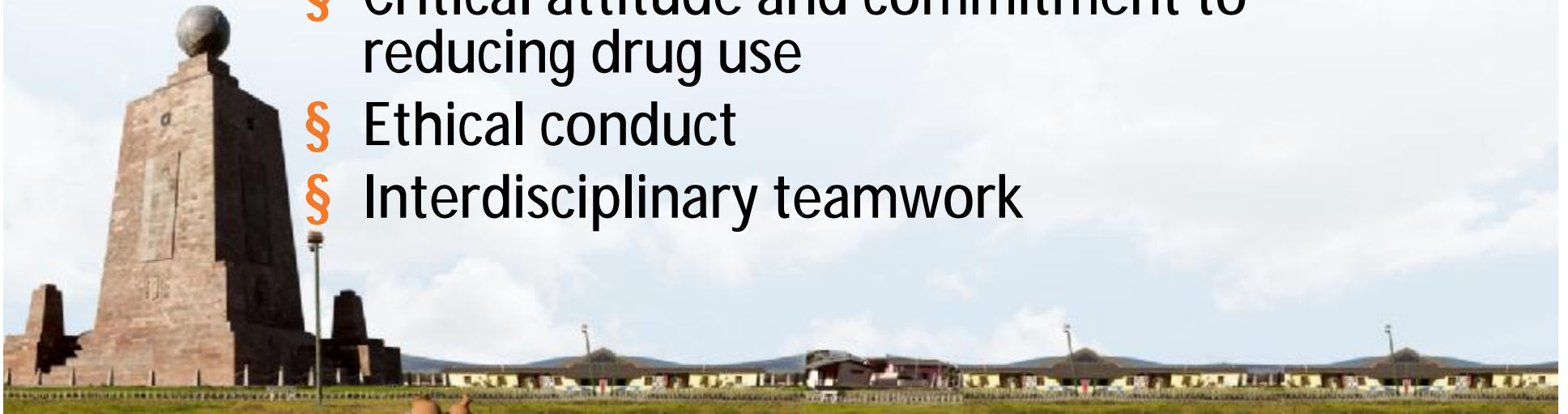
Core competencies for Public Health in the Drug Reduction Demand Area in Latin America





Principles

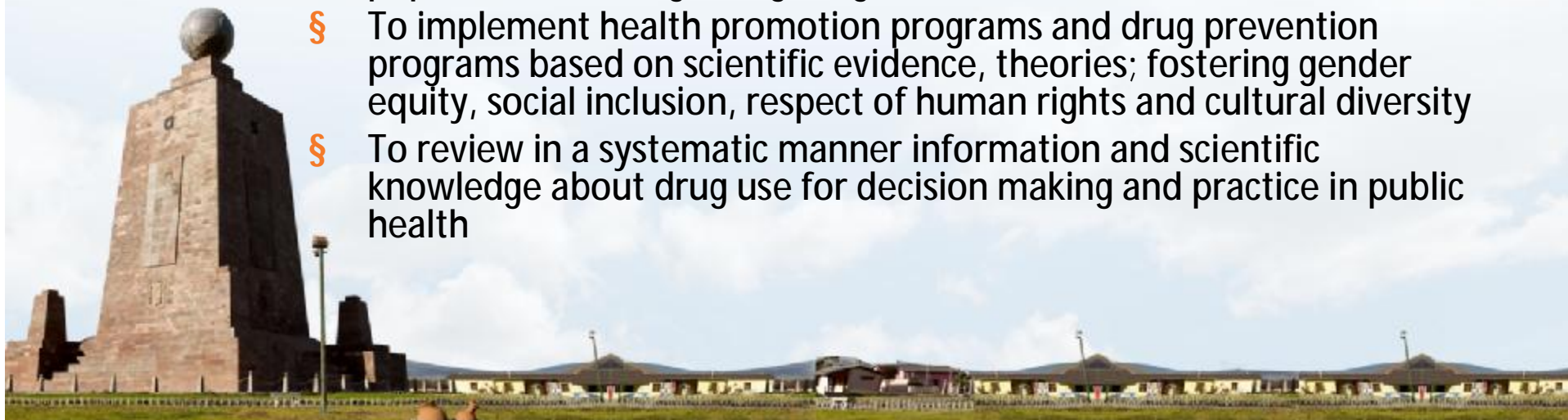
- § Social inclusion
- § Respect to Human Rights, cultural diversity and gender equity
- § Critical attitude and commitment to reducing drug use
- § Ethical conduct
- § Interdisciplinary teamwork





Core competencies

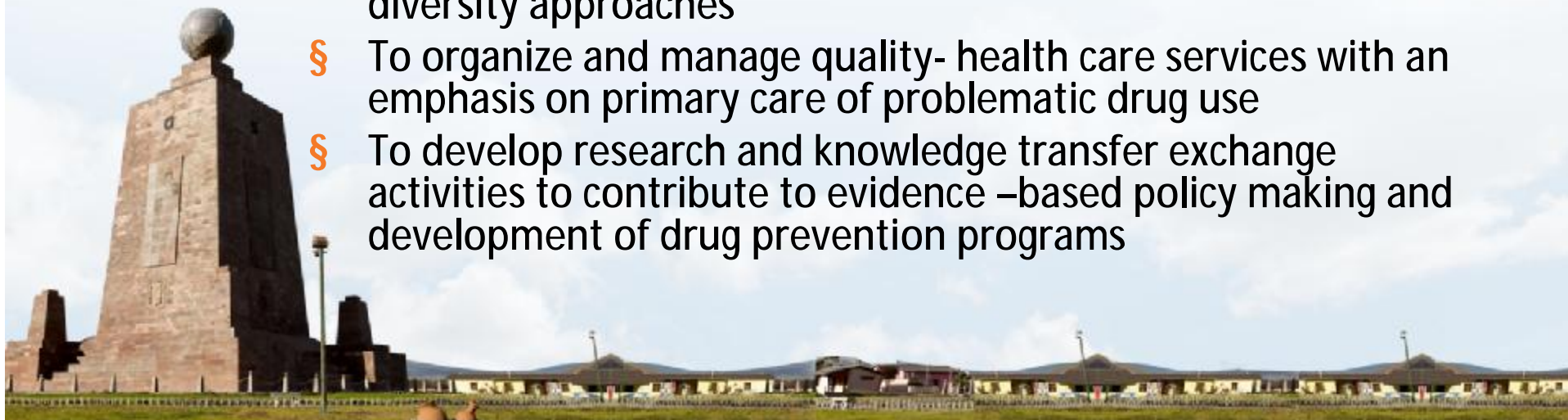
- § To analyze in a critical manner the drug phenomenon at the local, national and international level, taking into account the social determinants of health, risks and harm; including the approaches of social inclusion, gender equity, human rights and cultural diversity
- § To evaluate the needs and resources at the community and population level regarding drug use.
- § To implement health promotion programs and drug prevention programs based on scientific evidence, theories; fostering gender equity, social inclusion, respect of human rights and cultural diversity
- § To review in a systematic manner information and scientific knowledge about drug use for decision making and practice in public health





Complementary competencies (postgraduate studies)

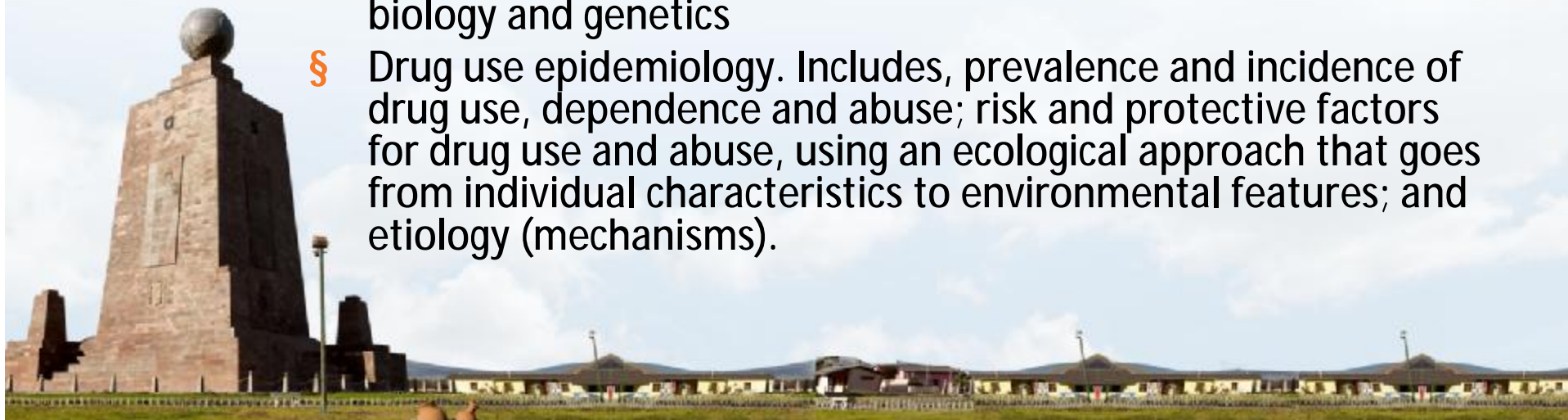
- § To develop policies and programs for health promotion and drug prevention based on scientific evidence, and behavior and community change theories
- § To evaluate policies and programs for drug prevention, using the gender, social inclusion, human rights and cultural diversity approaches
- § To organize and manage quality- health care services with an emphasis on primary care of problematic drug use
- § To develop research and knowledge transfer exchange activities to contribute to evidence –based policy making and development of drug prevention programs





Contents

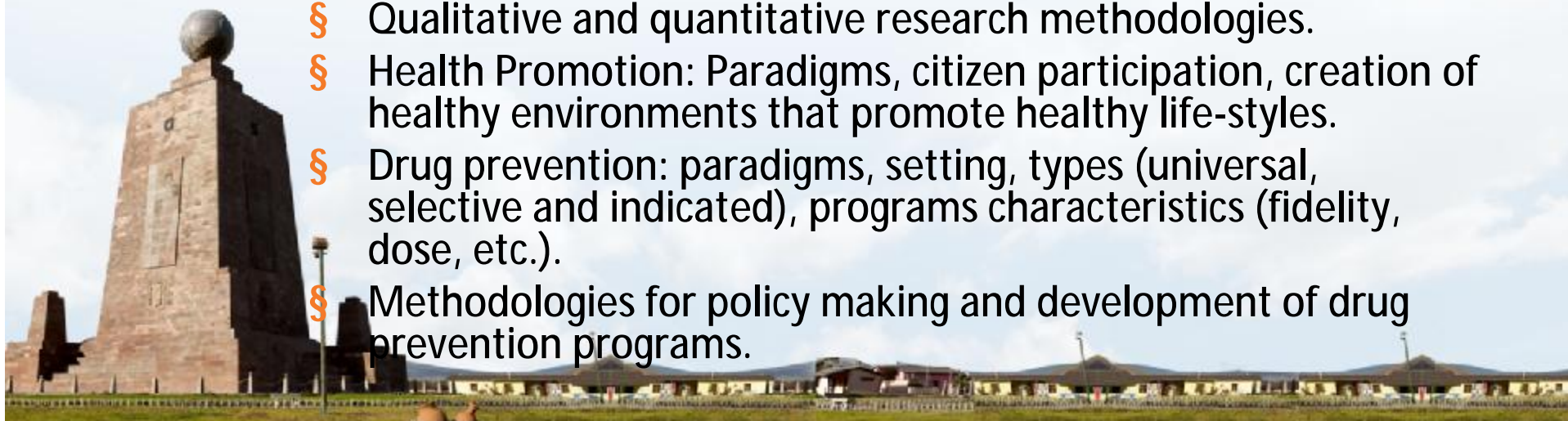
- § Drug Phenomenon dimensions
- § Social inclusion, gender equity, human rights, and cultural diversity approaches. Stigma and social exclusion regarding drug abuse.
- § Drug use theories from anthropology, sociology, psychology, biology and genetics
- § Drug use epidemiology. Includes, prevalence and incidence of drug use, dependence and abuse; risk and protective factors for drug use and abuse, using an ecological approach that goes from individual characteristics to environmental features; and etiology (mechanisms).





Contents

- § Diagnostic criteria for drug abuse and dependence, and comorbidity.
- § Policies and legislation on drugs at the local, national and international levels, taking into account the international health perspective with an emphasis on the access and availability of drugs.
- § Qualitative and quantitative research methodologies.
- § Health Promotion: Paradigms, citizen participation, creation of healthy environments that promote healthy life-styles.
- § Drug prevention: paradigms, setting, types (universal, selective and indicated), programs characteristics (fidelity, dose, etc.).
- § Methodologies for policy making and development of drug prevention programs.





Contents

- § Principles, models, methods and tools for the evaluation of policies and drug prevention programs.
- § Planning and management of health care services that includes screening tools for problematic drug use and brief interventions in the context of primary health care
- § Ethics: Confidentiality, consent form in public health practice



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