

CICAD Reunion with American Universities about the Drug
Phenomenon from the Perspective of Scientific Evidence

Basic Skills of the Nursing Professional in the Field of Drug Demand Reduction in Latin America

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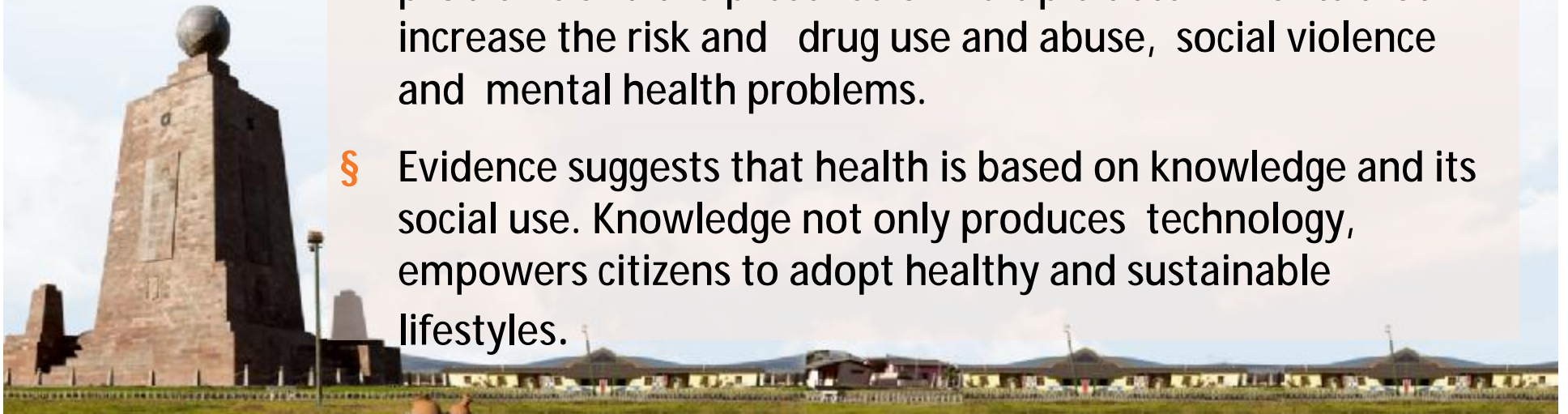


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Introduction

- § Major changes occur in the global society, life expectancy is doubled because of better welfare standards and by knowledge advancement.
- § The demographic and epidemiological transitions are characterized by the emergency and re-emergency of health problems and the presence of multiple determinants that increase the risk and drug use and abuse, social violence and mental health problems.
- § Evidence suggests that health is based on knowledge and its social use. Knowledge not only produces technology, empowers citizens to adopt healthy and sustainable lifestyles.





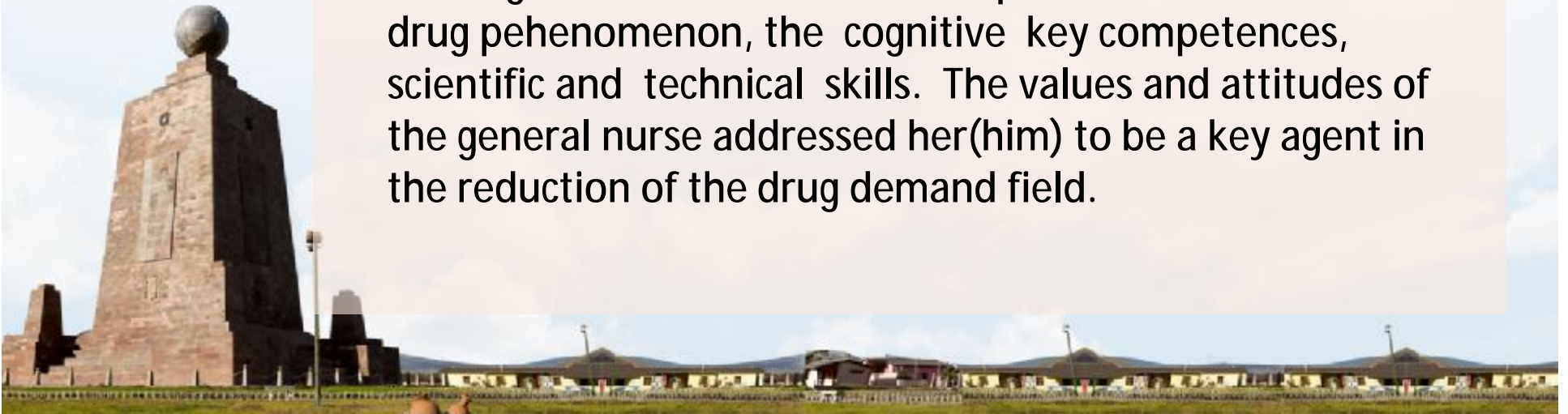
Development of Education of Health Professionals

- § The education systems of health professionals in the 21st century has been forced to do a redesign, in order to improve the performance of health designs, adapting the essential professional skills to specific contexts while building global knowledge. To take advantage of the acceleration of knowledge flows, technologies, migration of professionals, patients and learning opportunities.
- § The health professionals should be trained to:
- § - Mobilize knowledge, participate in critical thinking.
 - § - The ethical conduct, evidence based comprehensive care.
 - § - Competence in health systems centered in patients and collectives.
 - § - High quality performance. Collaborate in universal coverage and advance in equity.
- (Frenk, et.al., 2010)



Justification

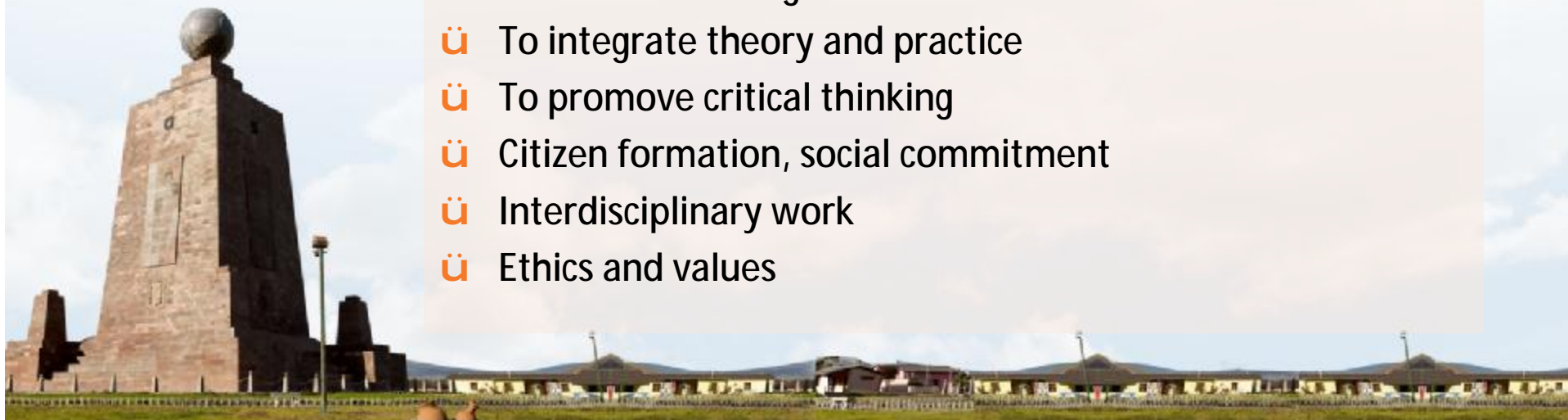
- § Drug abuse is a public health problem, a political and international health agenda issue. There is a 50% steady increase of illicit drug use and drug diversification.
- § Nursing has assumed a social and professional function in the drug phenomenon, the cognitive key competences, scientific and technical skills. The values and attitudes of the general nurse addressed her(him) to be a key agent in the reduction of the drug demand field.





Nursing Education in the Field of Drug Demand Reduction: Competency-based Programs

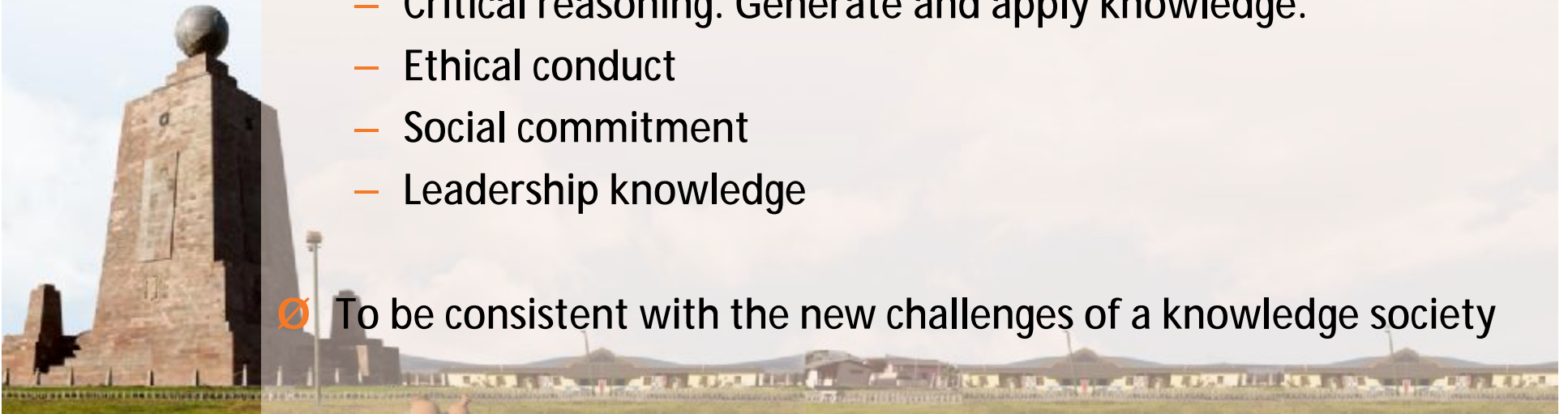
- ü Participative methodologies explore the range of learning activities and methods to achieve competences in various periods of time.
- ü To evaluate competences (Product integrator).
- ü Profile for future graduates.
- ü To integrate theory and practice
- ü To promote critical thinking
- ü Citizen formation, social commitment
- ü Interdisciplinary work
- ü Ethics and values





Nursing Profile

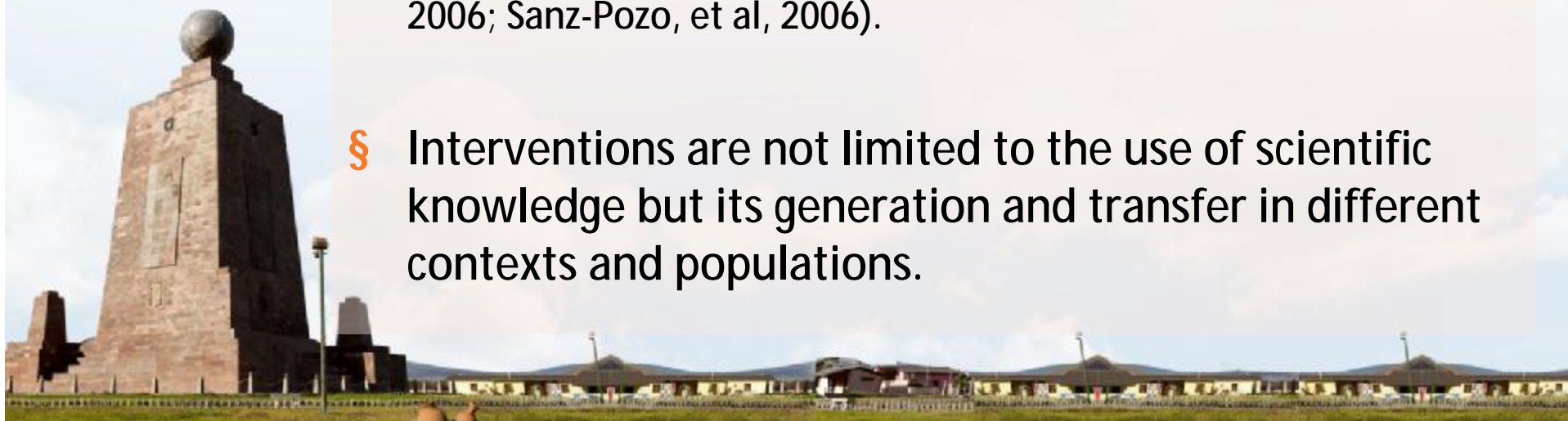
- Ø To train general nurses proficient in health systems centered in the patient, offering:
 - Evidence-based care.
 - Care management
 - Critical reasoning. Generate and apply knowledge.
 - Ethical conduct
 - Social commitment
 - Leadership knowledge
- Ø To be consistent with the new challenges of a knowledge society





Evidence of the Role of Nursing in Reducing the demand for drugs

- § Several studies have shown that nursing develops a crucial role in health promotion, drug use prevention, care of people at risk or with tobacco, alcohol and illicit drug addiction problems. (Alonso, Esparza, 2006; Álvarez, et al, 2011; Arauzo, Casado, 2004; Ballester & Juvinya, 2004; Castaño, 2006; Sanz-Pozo, et al, 2006).
- § Interventions are not limited to the use of scientific knowledge but its generation and transfer in different contexts and populations.

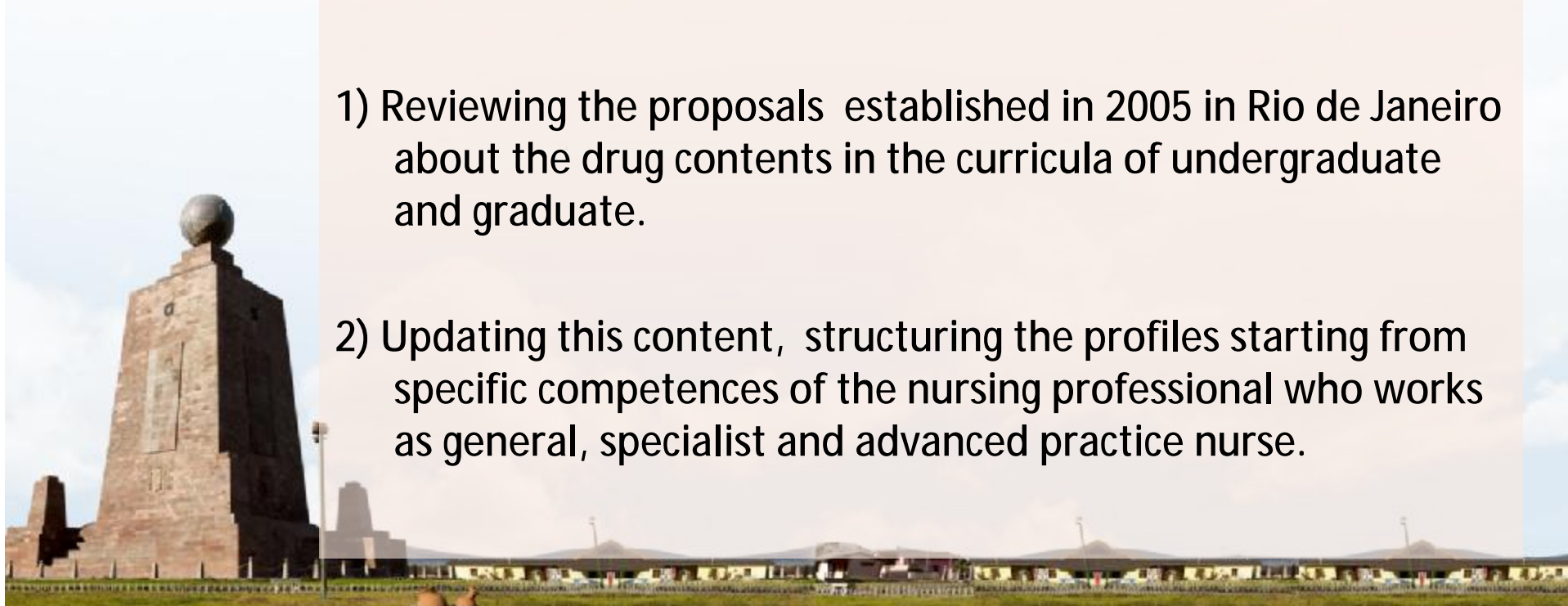




Nursing Schools Projects in the Drug Demand Reduction in Latin America

At the meeting held in Panamá in 2010 it was possible to have a common start for:

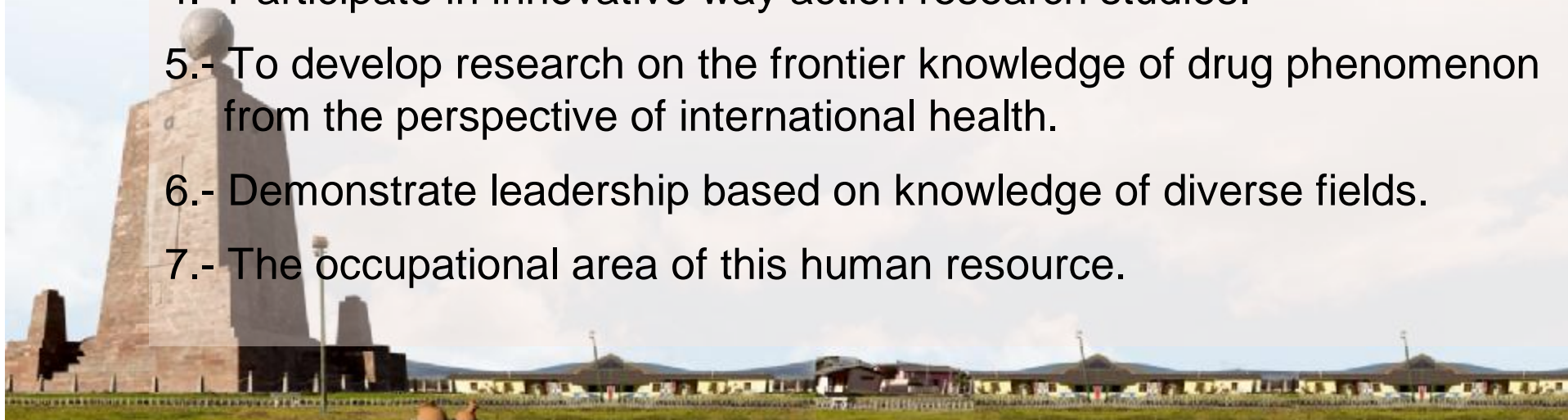
- 1) Reviewing the proposals established in 2005 in Rio de Janeiro about the drug contents in the curricula of undergraduate and graduate.
- 2) Updating this content, structuring the profiles starting from specific competences of the nursing professional who works as general, specialist and advanced practice nurse.





Definition of Nursing areas of competence in the drug demand reduction: Performance areas

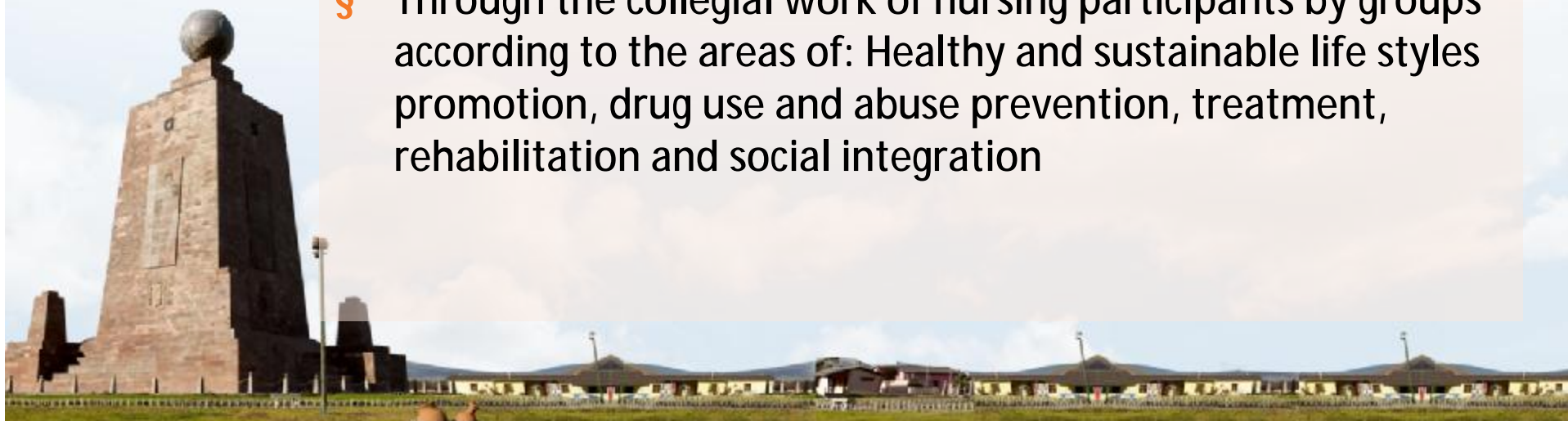
- 1.- Development and management of nursing care based on evidence.
- 2.- Nursing training in human resources.
- 3.- Nursing care management in community and hospital fields.
- 4.- Participate in innovative way action research studies.
- 5.- To develop research on the frontier knowledge of drug phenomenon from the perspective of international health.
- 6.- Demonstrate leadership based on knowledge of diverse fields.
- 7.- The occupational area of this human resource.





Methodology

- § Building skills were performed in Panamá in the CICAD Reunion with universities of America, about the drug phenomenon, from the perspective of international health. Sept. 15-17, 2011.
- § Through the collegial work of nursing participants by groups according to the areas of: Healthy and sustainable life styles promotion, drug use and abuse prevention, treatment, rehabilitation and social integration





The competences were worked

Undergraduate degree level.

Postgraduate level (specialization, masters and doctoral degree).

As general and professional for each level of training and later, were derived from these, the scientific and technical competences.

The scientific competences were defined as cognitive nature, human development and social interaction that is necessary and complementary to the technical and instrumental competences.

The technical and instrumental competences may be of methodological nature, procedural, of collaboration and technological as part of the professional profile for the local and international competitiveness (UANL 2010)



Continuation

- § Each competence must have knowledge attributes, skills, values , attitudes and evaluation forms in each educational program.
- § Finally the group of participants considered necessary to suggest some thematic contents for competence development.
- § After work in Panama, the documents produced were brought together for each level of training, qualitatively analyzed and integrated as a proposal.





§ Recommended load hour schedule in the undergraduate and postgraduate nursing curricula to include the drug content



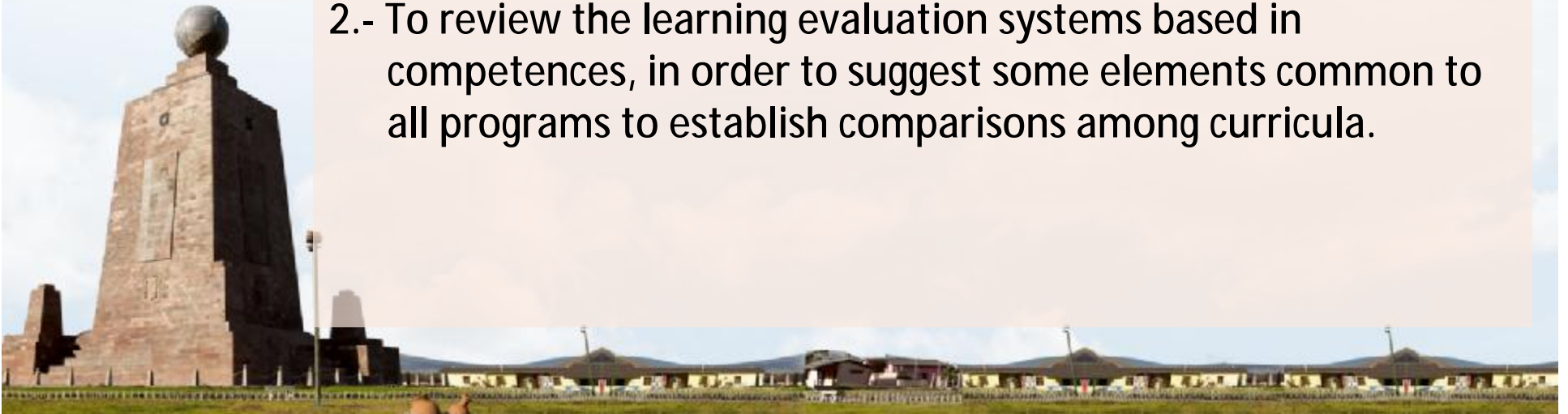
Undergraduate Curricula	Recommendations Rio de Janeiro 2004 Reunion	Recommendations Panamá 2010 Reunion
Areas	Undergraduate	Undergraduate
Health Promotion	80	142
Use and Abuse Prevention	100	
Treatment	35	80
Rehabilitation	15	60
Social Integration	40	30
Undergraduate Curricula Total	270 hours	312 hours
Posgraduate Specialization Curricula	Any Specialty	Mental Health and Drugs Specialty
Health Promotion	8	8
Use and Abuse Prevention	10	10
Treatment	7	175
Rehabilitation	3	24
Social Integration	2	40
Specialty Curricula Total	35 hours	257 hours

Postgraduate Master Curricula	Recommendations Rio de Janeiro 2004 Reunion	Recommendations Panamá 2010 Reunion
Areas	General Nursing Master	Master in Nursing with Drug Emphasis
Health Promotion	10	10
Use and Abuse Prevention	15	15
Treatment	7	10
Rehabilitation	3	45
Social Integration	10	10
Master Curricula Total	45 hours	90 hours
Posgraduate Doctoral Curricula	General Nursing Doctoral	Nursing Doctoral with Drug Emphasis
Health Promotion	8	8
Use and Abuse Prevention	15	15
Treatment	10	10
Rehabilitation	5	30
Social Integration	7	45
Doctoral Curricula Total	45 hours	108 hours



Recommendations

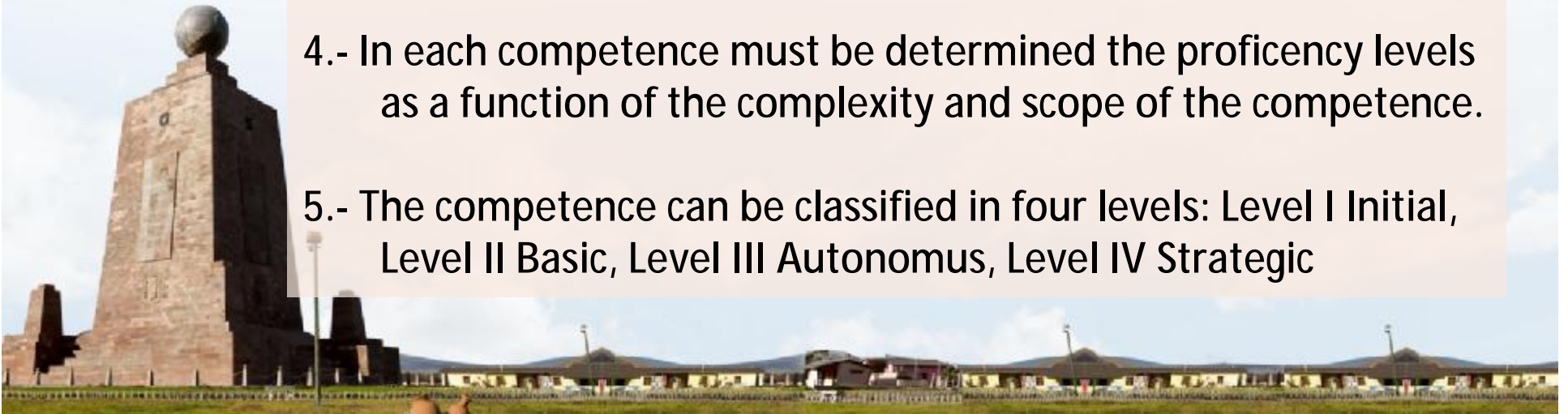
- 1.- Is recommended to the SE/CICAD/OEA the disclosure of the document to the universities participating in the Nursing Schools CICAD project and to the Drug National Commissions of the countries, members of the CICAD/OEA.
- 2.- To review the learning evaluation systems based in competences, in order to suggest some elements common to all programs to establish comparisons among curricula.





Recommendations cont.

- 3.- Train teachers in learning based in competences in order to achieve the incorporation of this approach based on interdisciplinary work, competence quality, scientific evidence use, and putting in practice the competence attributes.
- 4.- In each competence must be determined the proficiency levels as a function of the complexity and scope of the competence.
- 5.- The competence can be classified in four levels: Level I Initial, Level II Basic, Level III Autonomus, Level IV Strategic





Recommendations, cont.

- 6.- Domains are useful to identify in which learning unit must be included and requires the competence of experience, theoretical learning, practice and recommended setting for verification.
- 7.- Not all specific competences about drugs have the four scope levels depending on the extent of the specific competence.
- 8.- Sensibilization of the universities authorities and educators about the important role and contribution of the topic about drugs in different education levels.





Thank you!

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