

International Symposium on Continuing Training in the Addiction Field

31 August -1 September 2005, Berne, Switzerland

Questionnaire for authors of the country-specific dossiers

In the run-up to the symposium, various countries who will be represented at the symposium will compile dossiers on their national context and the structure and content of current opportunities for continuing training in their countries. These dossiers will be available in English only. By reading them, participants will gain a picture of the varied international contexts in which continuing training is provided, and this enhanced understanding will enable participants to make a more incisive contribution to discussions during the symposium. The available dossiers will be published on www.ews-cfd.ch/en/symposium.

Aspects	Questions
1. System / structure	1.1 Is there systematic provision of continuing training in the substance-dependence field? If so, what does the system consist of (players, providers, offerings) and what are its interrelationships and limits (interfaces)? 1.2 Is the system directed in any way? If so, by whom (government, administration, NGOs, professional associations) and how (national or international coordination, financial support, setting of standards, educational policy goals, recognition and certification of qualifications acquired)? 1.3 What is the status of continuing training in the professional substance-dependence field and to what extent does it enhance the professionalism of the field? 1.4 Where financial support is provided: <ul style="list-style-type: none"> • Is such support oriented entirely or predominantly to the offering or also to demand, e.g. in the form of educational vouchers? • Are structures and/or programmes supported?
2. Form	2.1 In what form is continuing training provided? <ul style="list-style-type: none"> • off the job: seminars, courses, curricula • on the job: training, job rotation • near the job: project work, quality circles, E-learning 2.2 Is there formal regulation of the courses provided and do they satisfy formal standards? 2.3 At what level of the national educational system are the courses and curricula positioned (according to the International Standard Classification of Education ISCED)? ¹ 2.4 Do the qualifications thus acquired affect salary and/or employment? 2.5 What agreements (time, costs) do professionals in this field have with their employers with regard to participation in continuing training?
3. Content	3.1 Are there national guidelines (general concept) as a reference point for the content of continuing training programmes that are under development? 3.2 How does the circular process of defining needs, developing programmes and evaluating results, and vice versa, take place? 3.3 How does knowledge transfer between vocational training (theory), research, practice and continuing training take place? 3.4 Are programmes developed on an occupation-specific or a cross-occupational basis (inter/multidisciplinary or inter/multiprofessional)? 3.5 Which of the occupational groups active in the care and treatment of addicts has the implicit or explicit "lead", in terms both of their work with addicts and in continuing training?
4. Quality	4.1 Does continuing training (whether individual courses, curricula or programmes) and/or institutionalized continuing training providers have to satisfy quality requirements, and who defines these requirements? 4.2 By whom and how is the quality of continuing training evaluated? 4.3 On what level(s) is the evaluation of continuing training focused (after Kirkpatrick, 1987)? <ul style="list-style-type: none"> • Reaction: How satisfied are the participants with the training programme? • Learning outcome: To what extent did the participants extend their knowledge and skills and change their values (as measured by tests or other procedures)? • Behaviour: To what extent did the participants' learning affect their behaviour at work (transfer of learning to the workplace)? • Results/effects: Have the desired effects of the participants' participation in the further training been displayed at the team/institution level and how were they demonstrated? What was the cost/benefit ratio?
5. Trends	What are the challenges, opportunities and risks <ul style="list-style-type: none"> • which affect continuing information and which you would like to see addressed in the symposium, regarding the future of professional care and treatment of addicts in particular • and continuing training in the substance-dependence field in general, independently of the care and treatment of addicts?
6. Input	What specific know-how can you contribute to the symposium (knowledge, skills, literature, tools, documentation)?

¹ http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm