BRIEF INTERVENTION TECHNIQUES AS A COST-EFFECTIVE ALTERNATIVE IN PUBLIC POLICIES OF TREATMENT: THE BRAZILIAN EXPERIENCE

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Deputy National Anti-Drug Secretary
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CICAD
May 1, 2008
Washington, DC - USA
SENAD`S MISSION

To Coordinate the implementation of the National Policy on Drugs, integrating Government and Society.
OBJECTIVE
To educate, inform and train people throughout all social segments, preparing them to undertake effective actions for the reduction of demand and supply, as well as for harm reduction, supported by validated scientific knowledge and best practices, according to the country`s particular context.
Guiding Principles for SENAD`S Actions

- Multisectorial approach and shared responsibility
- De-centralisation of actions
SUPERA COURSE

System for the detection of abusive Use of and addiction to Psychoactive substances: Referral, Brief Intervention, Social rehabilitation and Follow-up
Goals of the program

To intensify professional training on:

1. Early detection;
2. Brief Intervention techniques;
3. By directing them to assistance networks (social and health care);
4. Prevention Actions and Social Rehabilitation.
SUPERA COURSE

- Distance Learning
- 90 hours
- 2,5 months
- 4,926 registered professionals/students
- 3,926 graduated
- Certification by the Federal University of Sao Paulo - UNIFESP
CONTENT OF THE COURSE

• Multi-disciplinary and multi-professional training;

• Provision of useful and updated information, taking into account the country`s reality;

• Capacity Building;

• Support for professionals while implementing strategies to their daily practices.
TEACHING MATERIAL

✓ 06 thematic books, corresponding to each one of the 6 course modules
   + 01 student guide

✓ 01 CD-ROM – same content as in the book
   + student guide

✓ 01 DVD with 4 study cases, showing how to use the detection and brief intervention techniques
SUPERA on the Internet

Links
To websites of government agencies, universities, civil society groups, etc

Links to the course’s videoconferences

Referências e Links de Apoio

Entidades Governamentais
www.senad.gov.br
www.obid.senad.gov.br
www.saude.gov.br

Entidades Universitárias
www.ufba.br
www.ufjf.br
www.ufpr.br
www.ufsc.br
www.unifesp.br
www.unifesp.br/dpsicobio/psico.htm
www.unifesp.br/dpsicobio/ueded
www.cebrid.epm.br
www.unifesp.br/lpsiq/
www.virtual.epm.br/material/proad/

Associações e Links Internacionais
www.bumad.un.kiev.ua
www.odc.dme.gov.co/general/observatorio.jsp
www.arg.org/
www.cicad.oas.org/en/Main/main.htm
www.cicad.oas.org/OID/Countries/Nicaragua/nicaragua
www.cicad.oas.org/OID/defaultespaniol.htm
www.conacedrogas.cl/inicio/index.php
www.consep.gov.br/Observatorio.htm
www.dea.gov/pubs/abuse
www.drogas.pt/
www.drugpolicy.org
www.emcdda.eu.int/mlp/ms_pt1.shtml
www.erowild.org
www.esbra.com/
www.geodrugs.net/index.php3
www.gobernacion.gob.sv/observatorio/
www.health.orgwww.isbra.com/
www.niaa.nih.gov
www.nida.nih.gov
www.opadro.com/

Secretaria Nacional Antidrogas
Student Follow-up

Tutors

- Scientific tutorial service – team of specialists providing technical support to students
- Tutors tend to stimulate student participation. They also monitor the collection of exams and further evaluations.

Supervisors
(Masters and PhDs - UNIFESP)

- supervision meetings every week
- support to the work of tutors
SUPERA COURSE
Assessment of Results
Number of Registrations: 4926

Number of participants: 4663 (95%)

91.4% of participants have rated the course as excellent

90% have rated client support by phone as excellent

87.8% have rated client support by e-mail as excellent

Generally, students spent 60 hours to study the full content of the course. 30 hours were still left for further educational activities such as readings, attendance to conferences and events, etc.
After taking the course, how able do you feel to:

**Approach a patient to assess his/her use of alcohol**

<table>
<thead>
<tr>
<th>Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Totally Unable</td>
<td>0,6</td>
</tr>
<tr>
<td>2: Poorly able</td>
<td>2,8</td>
</tr>
<tr>
<td>3: Able</td>
<td>37,5</td>
</tr>
<tr>
<td>4: Very able</td>
<td>41,7</td>
</tr>
<tr>
<td>5: Fully able</td>
<td>17,5</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
</tr>
</tbody>
</table>

**Approach a patient to assess his/her use of other drugs**

<table>
<thead>
<tr>
<th>Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Totally Unable</td>
<td>0,6</td>
</tr>
<tr>
<td>2: Poorly able</td>
<td>5,0</td>
</tr>
<tr>
<td>3: Able</td>
<td>41,1</td>
</tr>
<tr>
<td>4: Very able</td>
<td>39,1</td>
</tr>
<tr>
<td>5: Fully able</td>
<td>14,3</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
</tr>
</tbody>
</table>
How able do you feel to undertake the following activities:

To undertake a motivational interview with high risk users of alcohol and/or other drugs?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Totally Unable</td>
<td>0,7</td>
</tr>
<tr>
<td>2: Poorly able</td>
<td>5,4</td>
</tr>
<tr>
<td>3: Able</td>
<td>33,6</td>
</tr>
<tr>
<td>4: Very able</td>
<td>43,4</td>
</tr>
<tr>
<td>5: Fully able</td>
<td>16,8</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
</tr>
</tbody>
</table>

To devise, along with the user, strategies for monitoring and/or decreasing the use of alcohol and/or other drugs?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Totally Unable</td>
<td>0,9</td>
</tr>
<tr>
<td>2: Poorly able</td>
<td>4,9</td>
</tr>
<tr>
<td>3: Able</td>
<td>31,4</td>
</tr>
<tr>
<td>4: Very able</td>
<td>44,3</td>
</tr>
<tr>
<td>5: Fully able</td>
<td>18,5</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
</tr>
</tbody>
</table>
### SUPERA COURSE - 2007

**Intention to participate in the implementation of Tracking and Brief Intervention Strategies for users of alcohol and/or other drugs**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: Yes, as suggested during the course</td>
<td>41.5%</td>
</tr>
<tr>
<td>b: Yes, but adjusting them to other environments (school, private companies, communities)</td>
<td>47.2%</td>
</tr>
<tr>
<td>c: No, because I do not have any contact with alcohol and/or other drugs users at work</td>
<td>5.2%</td>
</tr>
<tr>
<td>d: No, because there is no demand for this sort of strategies at my workplace</td>
<td>2.7%</td>
</tr>
<tr>
<td>e: No, because of any other reason</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
What is the main difficulty to be faced when implementing these strategies?

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: Lack of time</td>
<td>27.3</td>
</tr>
<tr>
<td>b: Lack of support from superiors</td>
<td>8.9</td>
</tr>
<tr>
<td>c: Lack of support from colleagues</td>
<td>14.4</td>
</tr>
<tr>
<td>d: I wont face any difficulty</td>
<td>26.1</td>
</tr>
<tr>
<td>e: Unability to do it</td>
<td>13.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Would you recommend the SUPERA course to other students?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a: Yes</td>
<td>99,8</td>
</tr>
<tr>
<td>b: No</td>
<td>0,2</td>
</tr>
<tr>
<td>Total</td>
<td>100,0</td>
</tr>
</tbody>
</table>
To include the techniques of Motivational Interview and Brief Intervention as a subject to be taught at the School for Community Health Agents.
PERSPECTIVES 2008/2009

TRAINING ON MOTIVATIONAL COUNSELLING AND BRIEF INTERVENTION

- Educators
- Human Resources, Health and Social Care Professionals
- Municipal Counsellors
- Public Security and Law professionals
ACTIONS – 2008 - 2010

• **Investment:** R$ 6,379,077,88 (US$3.8 million)

• **20,000 new students**

• **04 classes of 5,000 students**

• 5,000 Primary Health Professionals
• 5,000 Women and adolescents support professionals
• 5,000 Therapeutic Communities
• 5,000 Social Care Professionals
Thank you!

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