



## **Klinika adiktologie**

1. lékařská fakulta a Všeobecná fakultní nemocnice

Univerzita Karlova v Praze

# **CZECH RISK BEHAVIORS PREVENTION STANDARDS AND CERTIFICATION GUIDELINES: INTRODUCTION TO SECOND REVISION**

---

Roman Gabrhelik

Michal Miovsky, Veronika Pavlas-Martanova et al.

Krakow, December 2012



# The EU standards

- Brotherhood, A., Sumnall, H.R. (2011). ***European drug prevention quality standards. A manual for prevention professionals.*** EMCDDA, Luxembourg: The Publications Office of European Union.
- Accessible at: <http://bookshop.europa.eu>



# EU Standards vs. Czech Standards

Table 1: Proposed use of version 1 of the European drug prevention quality standards (adapted from Brotherhood & Sumnall, 2011)

Purpose	Recommended (EU Standards)	Czech Standards
Information, education and guidance	✓	✓
Developing or updating quality criteria	✓	✓
Self-reflection	✓	✓
Discussion in group settings	✓	✓
Performance appraisals	✓	✓
Formal self-assessment the standards suitable for these purposes	Not yet (Further work is planned to make the standards suitable for these purposes)	✓
Funding decisions		✓
External accreditation		✓
Substitute for outcome evaluation how to conduct evaluation	No, although the standards provide guidance on	=



# Czech Standards: Introduction

- Full title: The Standards of Professional Competency of Providers of the Programs of School-based Primary Prevention of Risk Behavior
  - hereinafter referred to as '**Standards**'
- The objective of the Standards is
  - **to formally assess the programs (service and provider)**
  - aimed at **all types of risk behaviors** (recognized by the Czech ME),
  - differentiating for **three types of programs** (universal, selective, and indicated prevention),
  - focused on the **school-based** prevention of risk behavior.



# 2012 Revision

- **All types of risk behaviors**
  - However, **not as wide** as presented in Prochaska's presentation yesterday
- **Narrow concept**
  - truancy,
  - extreme manifestations of bullying and aggression
  - extremely high-risk sports and risky behavior in traffic
  - racism and xenophobia
  - the negative effect of sects
  - sexual risk behavior
  - addictive behavior (addictology)
- **Wider concept**
  - the spectrum of problems associated with the syndrome of abused and neglected child
  - the spectrum of eating disorders



# Content of the Standards

- Section I: **School primary prevention of risk behavior**
  - General **framework and objectives** of the Standards
  - Definition of basic concepts - **terminology**
  - **Target groups** of primary prevention programs
  - **Principles of effective prevention** of risk behavior



# Content of the Standards

- Section II: Standards of proficiency - **General Part**
  - **School-based prevention program**
  - **Clients' rights**
  - **Personnel**
  - **Organizational Aspects**
- Approx. 20 items per one part
- Scoring
- Scoreboard: general section (A)



# Section II: General Part

1. School-based prevention program		Sources	Scoring Level	Max.	Score
1.A	<b>Prevention programs in general</b>				
1.1	Programs are available regardless of gender, age and race of the client, his political beliefs, religion, legal or social status, mental or physical conditions and socio-economic opportunities	POP, RV, RP/K	A	A/N	
1.2	Provider implements measures to increase the availability of prevention programs (dissemination of information about your device, monitoring utilized capacity, providing information to clients and their families about other professional care, etc.).	POP, RV	B	100%	
1.3	Programs are available without undue delays	POP, RV, RP/K	B	100%	
1.4	The goals and objectives of the programs are defined in writing and comply with professional and humanistic principles.	POP, RV	A	A/N	





# Section II: General Part

1. School-based prevention program		Sources	Scoring Level	Max.	Score
1.A	Goal of prevention programs				
1.1.	Programs are available regardless of gender, age and race of the client, his political beliefs, religion, legal or social status, mental or physical conditions and socio-economic opportunities	POP, RV, RP/K	A	A/N	
1.2	Provider implements measures to increase the availability of prevention programs (dissemination of information about your device, monitoring utilized capacity, providing information to clients and their families about other professional care, etc.).	POP, RV	B	100%	
1.3	Programs are available without undue delays	POP, RV, RP/K	B	100%	
1.4	The goals and objectives of the programs are defined in writing and comply with professional and humanistic principles.	POP, RV	A	A/N	



# Assessment: A) Information Sources

- **POP:** Written documents of the organization (statutes, regulations, instructions, manuals, annual report, etc.).
- **ODP / K:** Personal client's documentation (e.g., personal record, a record of the program, etc.).
- **DP:** Documentation of the program (e.g. records of the course of the program, documentation of incidents, etc.).
- **PA:** Personal agenda, training, training plan, etc.
- **RV:** Interviews with executives.
- **RZ:** Interviews with employees.
- **RP / K:** Interviews with clients or prospective program.
- **VP:** Observation.
- **VPP:** Own observations within a practical program of school to be visited.
- Other document, where applicable.



# Section II: General Part

1. School-based prevention program		Sources	Scoring Level	Max.	Score
1.A	Goal of prevention programs				
1.1.	Programs are available regardless of gender, age and race of the client, his political beliefs, religion, legal or social status, mental or physical conditions and socio-economic opportunities	POP, RV, RP/K	<b>A</b>	<b>A/N</b>	
1.2	Provider implements measures to increase the availability of prevention programs (dissemination of information about your device, monitoring utilized capacity, providing information to clients and their families about other professional care, etc.).	POP, RV	<b>B</b>	<b>100%</b>	
1.3	Programs are available without undue delays	POP, RV, RP/K	<b>B</b>	<b>100%</b>	
1.4	The goals and objectives of the programs are defined in writing and comply with professional and humanistic principles.	POP, RV	<b>A</b>	<b>A/N</b>	



# Scoring levels and scale

## A - Logic:

- **yes or no.** The program **meets or not the criterion,**
- **needs to be 100%**
- the fulfillment of these standards is **necessary to obtain certification**

## B – Qualitative:

- 91-100% (almost entirely or completely)
- 75-90% (mostly)
- 66-74% (Occasionally)
- 50-65% (Rarely)
- Less than one half (less than 50%)
- **Range:**
  - **Maximum**
  - **Minimum** - usually it is suggested to 75% of the maximum.



# Scoreboard

	Type	Score A - Comuplory	Score B - maximum	Score B - minimum	Sum of Scores	
					A	B
1	Prevention program	14	70	52		
2	Clients' rights	6	5	3		
3	Personnel work	11	60	45		
4	Organizational Aspect	15	65	49		
	<b>Total</b>	<b>46</b>	<b>200</b>	<b>149</b>		



# Contents of the Standards (ctn'd)

- Section III: Standards of proficiency – **Special Part**
  - **Universal** prevention programs
  - **Selective** prevention programs
  - **Indicated** prevention programs
  - Scoreboard: special section
- Using the same scoring of the evaluated items of interest
- Available in English, January 2012, at <http://www.adiktologie.cz>



## Sample documents

4.1 The concept of primary prevention programs, design of facilities.

Example of Concept Outline

4.2 Operational Manual. Example of Operational Manual Outline

4.3 Initial evaluation, example of the form

4.4 The agreement / contract with the client program

4.5 Ordering Form of the Program Template

4.6 Example structure of "Network Maps"

4.7 Record of the Program Conducted

4.8 Examples of Evaluation Tools (questionnaires for teachers and pupils, their evaluation)



## Sample documents (ctn'd)

4.9 Code of Ethics - employees and clients' rights

4.10 The Occurrence of Risk Events in the Long-term Programs

4.11 Emergency Situations in Program Implementation

4.12 Template of a Supervisory Contract

4.13 The contract with the Trainee

4.14 Dealing with Confidentiality

4.15 Guidelines on Alcohol and Drug Exclusion from the Workplace and Place where the Prevention Program is Executed

4.16 Individual Worker's File

4.17 Manual of the Program and its Structure





# Practical Use of the Standards

- **The purpose** of Certification of competence of the providers of school-based prevention **is to assess and formally recognize** program that meets the criteria of quality and complexity.
- Standards provide a framework in the **process of assessment of prevention services.**
- ***Certification Rules and Methodology on Local Investigation of the Certification Process***
- ***Certifier's Manual - On-Site Inspection Guidelines***
- These two documents **serve the practical purposes** in implementation of the Standards.



# Certification Rules

- The Certification Rules provide information on...
  - **a general provision and**
  - **the methodology of the local investigation,**
- The Certification Rules guarantee
  - the **minimisation** of the risk **of conflict of interest** and
  - the **objective and impartial** nature **of the evaluation** process.
- The document also contains a template of the final report and the minutes from the on-site inspection.



# Certifiers' Manual: On-Site Inspection Guidelines

- Full Title: Certification Procedure and Local Investigation Methodology in Accordance to Standards
- **Tool for on execution** of the certification in the real world
- Certifiers' Manual “**guides**” **the certifying team members and certification agency** throughout the process of the implementation of local investigations in organizations asking for certification.
- The Manual deals with **specific job descriptions** of certifiers in the individual stages of the certification process and also solves the technical aspects of their work.
- In the appendix section can be found a number of
  - templates and forms used in the certification process and local investigations,
  - the certifier's ethical code,
  - the application and certification firm order inquiries etc..



# Aims of the Standards

- To establish the criteria for **enhancement of quality** of school-based prevention programs focusing on risk behaviors, which are...
- ...**mandatory for all providers** of school-based prevention programs
- Setting quality standards that **enable providers with comparable and repeatable independent quality assessments** in prevention.
- Certification is a **brand - mark of quality** for those interested in the programs, clients, the public and the authorities.
- Standards shall provide the institutions (state, local administration etc.) providing funding instrument also applicable for the **supervision of level of professionalism**.
- Should make **the complex and continuous prevention activities** in the educational institutions **available**.



Thank you for your attention



E-mail:

[gabrhelik@adiktologie.cz](mailto:gabrhelik@adiktologie.cz)