

**XXXVII Regular Session of the CICAD
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**International On – Line M.A. in
Drug Addiction Studies**

External Evaluator
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What is the project about?

Integrated, high-level human
resource training to supply
society's needs for knowledge.

What is the project about?

This Online M.A. is an academic and social proposal that CICAD developed alongside the National Drug Plan of Spain (PND) and a network of Latin American and Spanish universities with graduate drug abuse programs. It aims to contribute, through an academic and research agenda, to Demand Reduction efforts in the Hemisphere.

Characteristics of the Project

- ✓ Use of new technologies and communication facilities.
- ✓ Multidisciplinary access.
- ✓ Supervised internships in OAS member states.

Principal areas of study in the M.A. program

- Ø Integrated Prevention education
- Ø Treatment
- Ø Rehabilitation and Reintegration
- Ø Research
- Ø Evaluation

Phases of Development

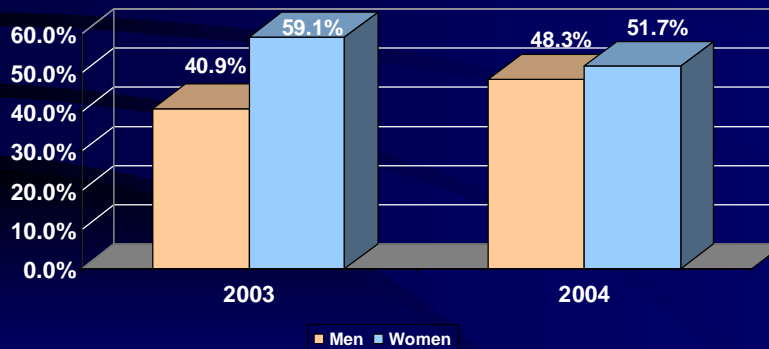
Etapas	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Proposal	■									
Building the Universities Network		■								
Cooperation Agreement			■	■						
Virtualizaion process begins to put the program online			■	■						
Drug Addiction Action Plan •Teacher selection •Training •Virtualization process •Establishing the "Compensation Fund"			■	■						
First Class 2002 - 2004				■	■	■				
Second Class 2004-2006						■	■	■		
Third Class 2006-2008								■	■	■

Characteristics of the institutions

Institution	Year Est'd.	Character	Topics	Modality
Fundación Universitaria Luis Amigó, Colombia	1985	Private	Prevention, Treatment and Reintegration	Online and Classroom
Universidad Estatal a Distancia, Costa Rica (UNED)	1997	Public	-	Online
Universidad Miguel Hernández, España (UMH)	1997	Private	Drug abuse investigation	Classroom
Universidad de Deusto, España (UD)	1886	Private	Drug abuse investigation	Classroom
Universidad Nacional de Educación a Distancia de España (UNED)	1972	Public	-	Online
Universidad Nacional Federico Villareal, Perú (UNFV)	-	Private	Presencial Drug abuse programs	Classroom and Online
Universidad Peruana Cayetano Heredia, Perú (UPCH)	1962	Private	Psychology MA programs with Drug addictions concentration	Classroom
Universidad Nacional Experimental Simón Rodríguez, Caracas, Venezuela (UNESR)	-	Public	Presential programs on integrated Prevention Education	Classroom

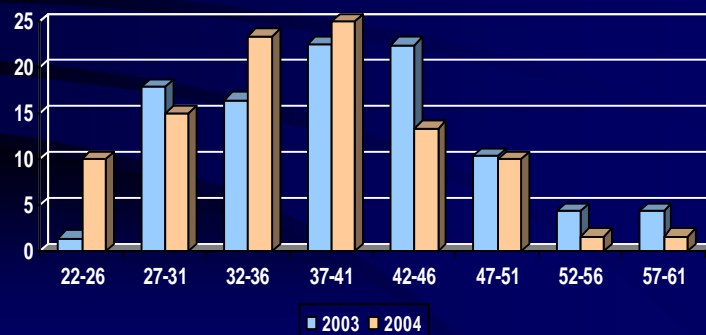
Demographic profile of the students

Gender Distribution



Demographic profile of the students

Age distribution (5-year brackets)



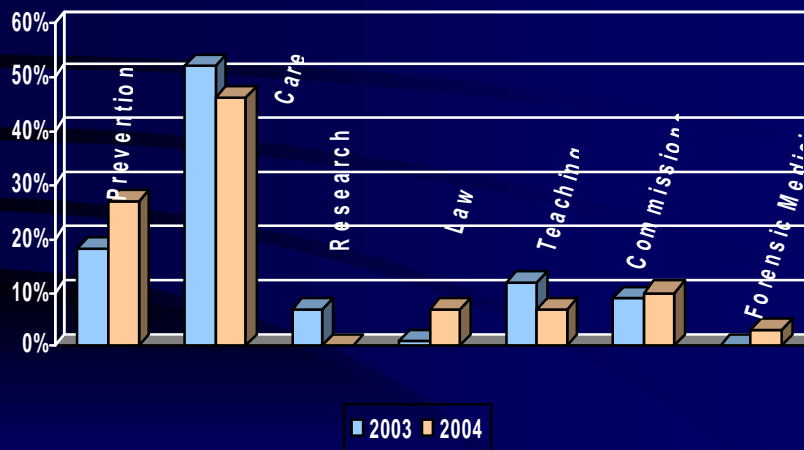
Academic Background 1/2

Academic Background	March 2003 (%)	February 2004 (%)
Engineering	3.0	-
Education	4.0	7.0
Clinical Psychology	13.0	16.0
General Psychology	21.0	27.0
Law	4.0	7.0
Social Work	2.0	-
Medicine	22.0	18.0
Psychiatry	7.0	7.0
Pedagogy	2.0	-
Psycho pedagogy	4.0	-
Occupational therapy	2.0	-
Sociology	3.0	-

Academic Background 2/2

Academic Background	March 2003 (%)	February 2004 (%)
Economics	3.0	-
Science	2.0	-
Drug Abuse studies	6.0	-
Gerontology	2.0	-
Toxicology	-	3.0
Bioanalysis	-	2.0
Philosophy	-	2.0
Theology	-	2.0
Care – Rehabilitation	-	2.0
Business Management	-	2.0
Industrial Chemistry	-	3.0
Accounting	-	2.0

Professional Activity



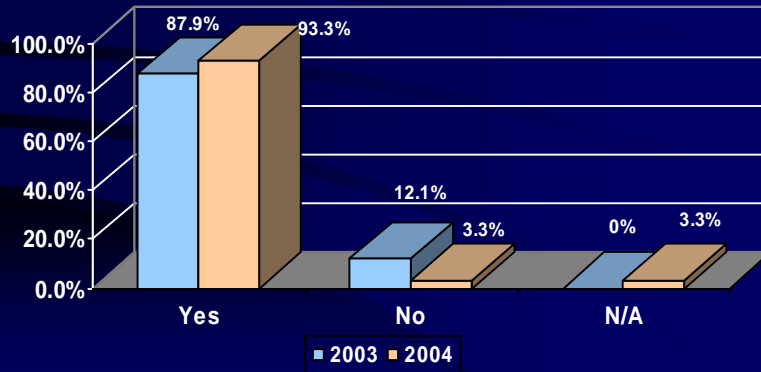
Time spent per week on the M.A. Program

Number of hours	March 2003 (%)	February 2004 (%)
Less than 8 hours per week	4.8	13.33
8 hours per week	3.2	1.6
10 hours per week	4.7	8.3
12 hours per week	9.5	8.3
13 hours per week	1.6	-
14 hours per week	7.5	10.0
15 hours per week	4.7	8.3
16 hours per week	-	5.0
18 hours per week	1.6	1.6
20 hours per week	15.9	10.0
21 hours per week	11.1	5.0
22 hours per week	1.6	1.6
24 hours per week	1.6	1.6
25 hours per week	3.2	5.0
28 hours per week	6.4	3.3
30 hours per week	11.1	5.0
35 to 40 hours per week	11.1	5.0
No response	-	6.7

Evaluation Indicators

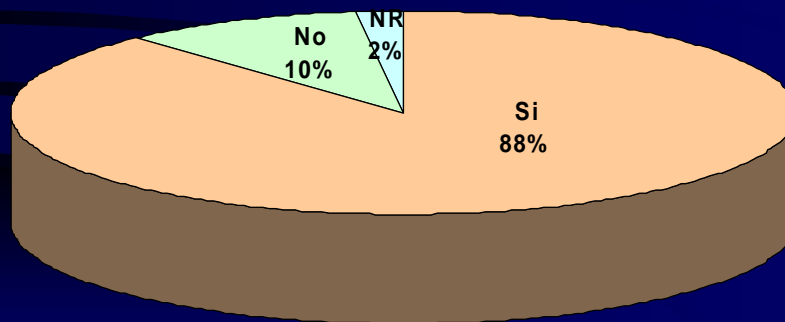
1. Teacher and tutor Performance
2. Teacher competence
3. Administrative Organization
4. Curriculum
5. Didactic Resources
6. Interest in quality
7. Learning environment
8. Communication process: information transparency
9. Leadership style: participation of all involved
10. Commitment to rules, and common and clear goals
11. Sustainability
12. Expectations of accomplishment
13. Entry into Labor market

Has the M.A. Program met your expectations?



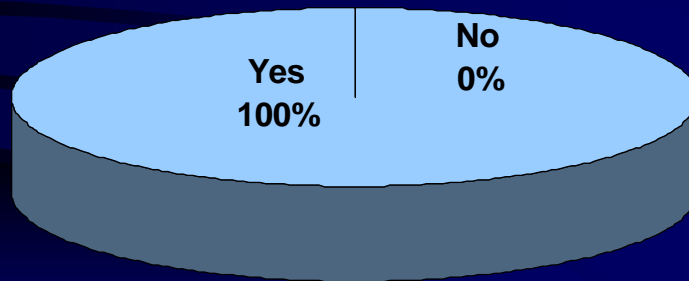
Has the M.A. Program met your expectations?

Teachers and tutors

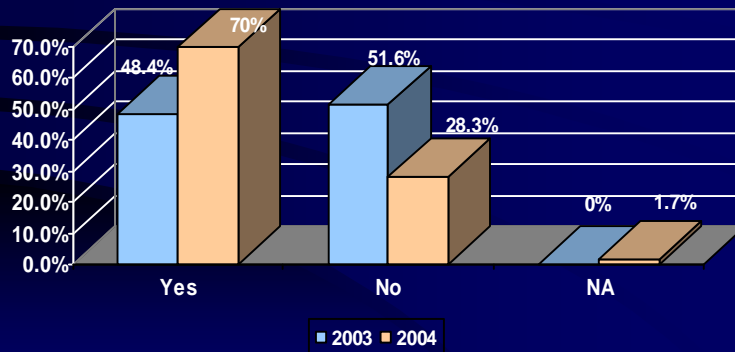


Has the M.A. Program met your expectations?

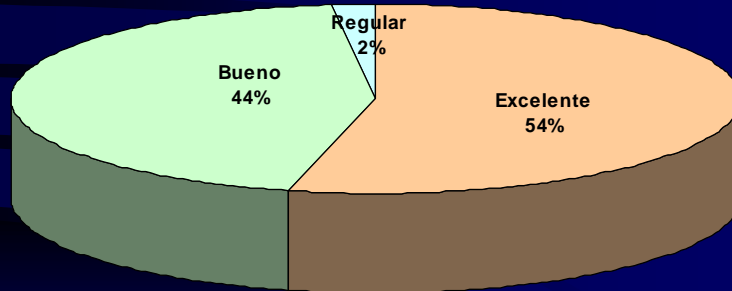
Coordinators



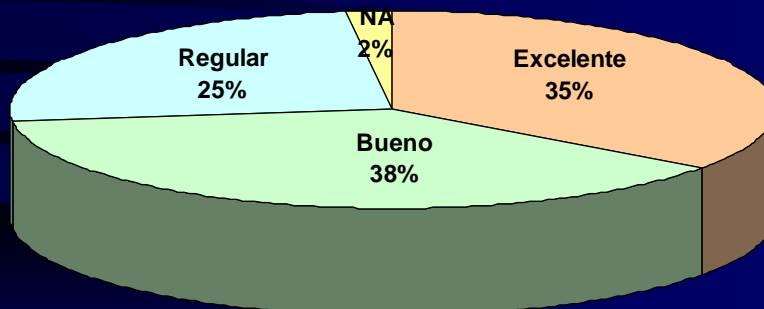
Would you recommend this M.A. Program in order to train people with no previous experience in the subject?



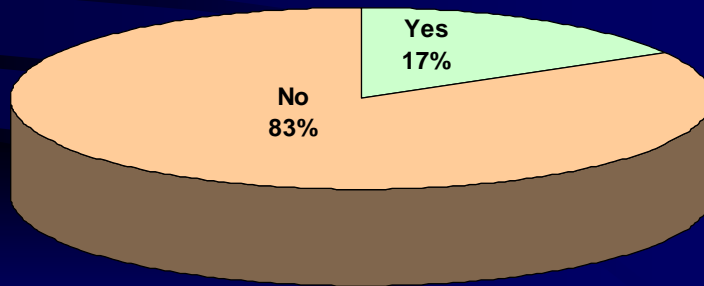
Applicability of knowledge acquired in the program



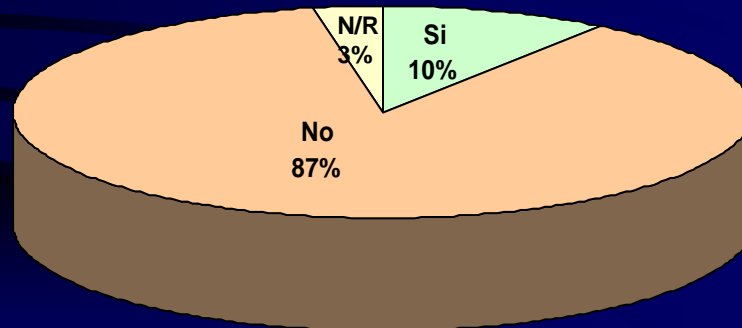
Capacity to generate a research-oriented attitude in the students



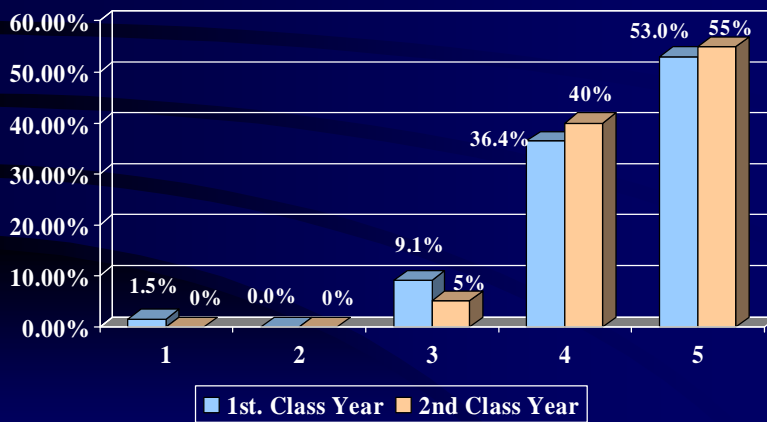
**Have you had problems in using the
the WebCT Interface?
(Coordinators)**



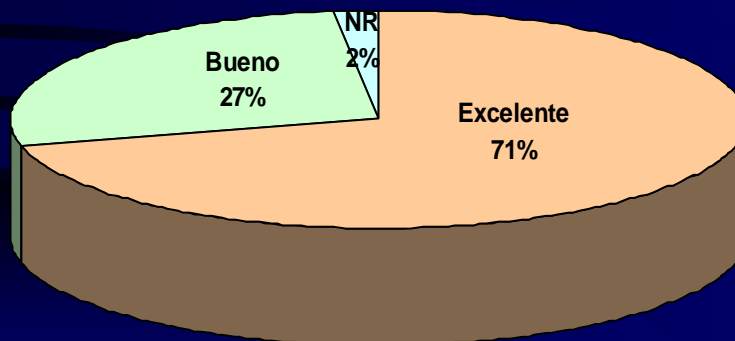
**Have you had problems in using the
the WebCT Interface?
(Teachers and tutors)**



Accessibility to the WEBct Interface Students



Student Attention, Accessibility and Availability Teachers and tutors



1. Leadership style

- A participatory leadership
- A shared vision
- Horizontal relations
- There is no centralized power handling

2. Competence of the teachers: Very Satisfactory

- High academic quality
- Lengthy professional experience
- Ongoing incorporation of improvements

2. Competence of the teachers: Very Satisfactory Isolated cases

The course, Foundations of Prevention, received less positive qualifications by the second group of students

3. Administrative organization: Relatively Satisfactory

Positive:

- Adapting the internship process
- Establishing the formal graduation process
- Assigning thesis juries

3. Administrative organization: Relatively Satisfactory

Negative:

- Not all agreed-upon changes have been made (Simón Rodríguez National Experimental University)
- Uncertain situations for students in the degree process
- Necessary to resolve difficulties identified in the case of Simón Rodríguez National Experimental University in Venezuela

4. Curriculum: Very Satisfactory

- The common curriculum is a strength of the project
- Pertinent academic proposal
- Structure and content of the courses
- Well-planned academic load

5. Didactic Resources

- Ad hoc design to adjust to the needs of the graduate program
- Team of professionals specialized in online education processes
- 30 years of experience in distance education
- National Distance Education University of Spain (UNED)

6. Interest in program Quality: Very Satisfactory

- Interest generated by its academic quality
- Profile of the institutions that conform UNIREDDORGAS
- New Roll of the teachers: becoming facilitators of the learning process
- Dynamizer: technologically-skilled tutors best suited to the designed online interface

7. Learning Environment: Very Satisfactory

- Ongoing support
- Exchange of knowledge and experiences
- Educational intimacy and trust with teachers and tutors

8. Communication Process : Satisfactory

- Within the Network:
 - University and International Coordination assumed by the CICAD/OAS
 - Communication between teachers, tutors and students has been the more efficient

8. Communication Process : Satisfactory

- Within the universities:
- Delays in communicating advances and details of the project
- Greater difficulty in communication between the University President and Program Coordinator in some cases
- Gaps in the Coordinator between teachers and tutors

8. Communication Process : Satisfactory

- Difficulties in communication
- Limitations in communication between the authorities of the Simón Rodríguez National Experimental University (UNESR) and the UNIREDDROGAS
- Problems communicating between the students at the UNESR national coordination level

9. Leadership Style : Very Satisfactory

- Participatory management style
- Respect for institutional identity
- Horizontal work relationship
- Established Vision

9. Leadership Style : Very Satisfactory

- Innovating solutions:
 - Technological application
 - Compensation Fund
 - Agreement with Educrédito
 - Agreement with the RIOD
 - Participation in the Alpha Project of the EUROPEAN UNION

10. Commitment to Shared Goals and Norms: Satisfactory

- Positive Aspects
 - Academic and administrative standards
 - Establishing functions of respective participants
- Follow Up
 - Videoconferences, teleconferences, in-person meetings

10. Commitment to Shared Goals and Norms : Satisfactory

- Aspects in need of attention:
(Assumptions / Unforeseen expenses)
 - Changes or new external availabilities (Colombia and Peru)
 - Changed priorities in the internal agenda
 - Flexibility to accompany necessary change (Venezuela)
 - Delay in internal processes (Universidad Nacional Experimental Simón Rodríguez. Agreements: 2001)

11. Commitment with Shared Goals and Norms : Very Satisfactory

- High-quality academic process
- International Teachers and tutors
- Directors: Validation of concepts
- Education at a distance
- Virtual education

13. Insertion in the Labor Market: Very Satisfactory

- Job Promotion:
 - Lis Carmen Kreitmayr de Mallwitz
 - National Anti-drug Secretariat (SENAD)
 - Director of Rehabilitation and Care
(director's position was created for her)
 - Asunción, Paraguay
 - Class year: 2000-2004

13. Insertion in the Labor Market: Very Satisfactory

- **Employment mobility**
 - **Enrique Mejía Guiza**
 - **Medical Center, Mental COMHAR Health Clinic.**
 - **Drug & Alcohol Counselor, Mental Health Counselor. USA**
 - **Philadelphia, PA**
 - **Class Year: 2000-2004**

Recommendations

1. Operative plan for the Transition Process
 - 1.1. Legal status of the UNIREDDROGAS
 - 1.2. Manager or M.A. Director
 - 1.3. Strategic Development Plan for the UNIREDDROGAS (Logical Framework model)
 - 1.4. Marketing Plan for the International On – Line M.A. in Drug Addiction Studies.

Recommendations

2. Continue the evolution of university education: competences and abilities for action
3. Evaluation of course materials
4. Carry out joint research
5. A Culture of Quality: Educational Quality Control, ISO Standards 9000

Location of host Universities



- Students' location
- ★ Universities