**Revisión CICAD**

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| **Documento** | **Apartado** | **Comentario** |
| **Trainer introduction** |
| Trainer introduction | General | It was a good decision to move the document “trainer introduction” to the introductory section. The document is the same in the two revisions. |
|  | Trainer demeanor | Asking the trainer to dress “one level above that of the training participants” can be too vague and might lead to misunderstanding. Examples might be more useful.  |
|  | Trainer demeanor | “Neither the trainer nor the participants should chew gum during the training sessions”, that’s an excellent rule, but my concern is: how do we keep the participants from chewing gum? Do we say it as a rule before we start? |
| **Módulo I** |
| Introduction to Adolescent Substance Use | General | The document is the same in the two revisions.  |
| The slide “DEFINITION OF SUBSTANCE ABUSE”, it’s more organized and clearer in this version comparing with the first one. |
| Slides 13 – 17 font size is too small. |
|  | Definition of substance abuse | Too much information for one slide, might be better to divide in two slides. |
|  | Types of substances | It could be better to include a division of these substances such as depressant and stimulant drugs and a brief information regarding the effects of each drug, this is important so the therapist can identify adolescents who are under the influence.  |
|  | Prevalence by region: cigarettes | On the title, the word “*cigarretes*” is misspelled  |
|  | Prevalence by region: cigarettes | I still believe this section includes too many numbers and the font size is too small. Please consider including this information in a more visual presentation, perhaps a graph. |
|  | Prevalence by region: alcohol | If alcohol is the most used drug among adolescents, why start with cigarettes?  |
| Pre-Post-Test | General | The document is the same in the two revisions.  |
| Module 1 References | General | The document is the same in the two revisions.  |
| **Modulo II** |
| Adolescent Development | General | Slide added: “DEVELOPMENT DEPENDS ON SEVERAL FACTORS AND CAN VARY ACROSS COUNTRIES.”The information is relevant, you could use your own diagrams and use the necessary reference, in order to improve the slide’s quality. |
| Slide added: “SEXUAL DEVELOPMENT EXERCISE” it seems like a suitable activity and motivates mental activation. |
| It’s an improvement to add diagrams to the slides “BIO – PSYCHO – SOCIAL MODEL”, “CAUSES OF SUBSTANCE USE THROUGH THE LENS OF THE BIO-PSYCHO-SOCIAL MODEL” and “CONSEQUENCES OF SUSBTANCE ABUSE”, it allows a cleaner visualization, I would only ask for the letter to be bigger.  |
|  | The adolescent brain on drugs | I think is important to talk about shot term effects too. Adolescents use drugs because they like it, they have a good effect thanks to it, if the therapist understands this, its easier to show empathy to the adolescent. |
| Pre-Post Test | General | The document is the same in the two revisions.  |
| Module 2 References | General | The document is the same in the two revisions.  |
| **Modulo III** |
| Trauma Informed Care | General | The document is the same in the two revisions.  |
|  | Model framework and overview | Too much information for one slide |
|  | Summary | There’s not a summary section |
| Pre\_post test | General | The document is the same in the two revisions.  |
| Module 3 References | General | The document is the same in the two revisions.  |
| **Modulo IV** |
| Screening & Assessment | General | The document is the same in the two revisions.  |
|  | NIDA screening | Font size is too small. |
|  | Global appraisal of individual needs | Font size is too small. |
|  | Teen addiction severity index | Font size is too small. |
|  | The strengths & needs assessment tool | Font size is too small. |
|  | Assessment of survivor outcomes | Font size is too small. |
| Pre-Post Test | General | The document is the same in the two revisions.  |
| References Module 4 | General | The document is the same in the two revisions.  |
| **Modulo V** |
| APPENDIX\_ModulePre.Post ^0 Module 5 | General | The document is the same in the two revisions.  |
| CBT Resource Manual | General | The document is the same in the two revisions.  |
| Module 5 Treatment | General | The document is the same in the two revisions, there’s a minor modification in slide 40.  |
|  | Goals of the therapist in motivational interviewing | Letter is blurry  |
|  | Example | Letter is blurry  |
|  |  | Might be important to include the barriers the therapist can expect when involving the family in the therapy process. |
|  | Summary | There’s not a summary section |
| Pre-Post Test | General | The document is the same in the two revisions.  |
| Module 5 References | General | The document is the same in the two revisions.  |
| **Modulo VI** |
| Gangs | General | The document is the same in the two revisions.  |
|  | Crime and involvement | Small and blurry letter |
|  | Summary | Closing thoughts should be under the name “summary” so this section is the same in all the presentations and the trainees can identify it easily. |
| Pre-Post Test | General | The document is the same in the two revisions.  |
| Module 6 References | General | The document is the same in the two revisions.  |
| **Full training with agendas** |
| Agendas | General | The document is the same in the two revisions.  |
| **GENERAL** | 1. Congratulations on the substantial reduction in course length.2. In case analysis in screening and treatment I suggest key questions for analysis such as: questions to ask in the interview? What can be the components of the treatment? How would you evaluate the impact of the intervention?3. In the treatment section, it seems to make a conclusion with the most important aspects and analyze the possible barriers when applying the interventions. |