

Training Program in Management Skills and Instructional Leadership for Preventive Drug Education

UP Diliman, College of Education
September 16, 23 and 30, 2005

REPORT

Date/Time	Activity Highlights
Day 1 (September 16)	
8:00am	<ul style="list-style-type: none"> Introduction of participants by Prof. Grace Reyes Invocation by Dr. Lourdes Pacaldo National Anthem
9:00am	<p><u>Welcome Remarks</u> by Dr. Vivien M. Talisayon (Dean, UP College of Education)</p> <ul style="list-style-type: none"> • First training of the kind held for principals • Main sponsor – Dangerous Drugs Board; other sponsors – Department of Education and SM Foundation • Introduction to participants of training organizers: Dr. Alodia C. Fontanilla, Dr. Cleofe Chi, Dr. Lourdes Pacaldo, Prof. Grace Reyes, UPIS staff, Mr Ver Gaje of PIA • Overview of drug problem – easy availability of drugs, enforcement problems, corruption
9:10am	<p><u>Brief Remarks</u> by Dr. Lourdes Pacaldo</p> <ul style="list-style-type: none"> • NDEP (National Drug Education Program) • Three major ASEAN concerns regarding drugs – research and evaluation, training, demand reduction • ASEAN recognition of Philippine expertise in drug-related training, hence establishment of ATPDE (Asean Training Center for Preventive Drug Education)
9:30am	<p><u>Lecture: Drug Scenario in the Philippines</u> by Ms. Lily Dulay, Chief, Preventive Education and Training Division, DDB</p> <ul style="list-style-type: none"> • Philippines as transshipment point in Asia (laxity in ports) • Republic Act 9165 (Comprehensive Dangerous Drugs Act of 2002) was signed June 7, 2002 and published June 19, 2002 • RA-9165 mandates DDB to implement a unified approach to drug problem • Vision 2010: A Drug-Free Philippines • Mission: Eradicate supply and demand; promote regional / international cooperation • DDB Board is headed by a Chairman and assisted by two permanent members; Member Agencies – DOJ, DOH, DILG, DepEd, CHED, DSWD, DOLE, DND, DFA, DOF, NYC, PDEA; Regular members – IBP, NGOs; Permanent consultants – NBI, PNP • DDB survey of 1999 on ATS (amphetamine type stimulants or shabu): <ul style="list-style-type: none"> ○ 1.8 million regular users, 1.6 million occasional users ○ 51.46% of reported cases are in NCR ○ average age of users: 29 • Four critical entry points identified: seaports, airports, mail/parcel system, coastlines • PECs (precursor and essential chemicals) are regulated under RA 9165 • DDB has identified 9 transnational drug groups, 170 local • DDB drug-demand reduction initiatives: Lakbay Kontra Droga, Barkadahan Kontra Droga • International cooperation with: ASOD, HONLEA, WHO, ICPO
10:00am	<p><u>Question and Answer</u></p> <ul style="list-style-type: none"> • Q: How to bring information to grassroots? A: Communities should be oriented on presence of clandestine laboratories – very foul odor, plants die in the vicinity, presence of flies • Q: How to detect “drug billionaires”? A: Report to PDEA, using prescribed forms; anonymous reports • Q: What is the DDB website? A: http://www.ddb-ph.com

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10:20am	Introduction of Keynote Speaker by Prof. Grace Reyes
10:30am	<p>Keynote Speech – Asec. Dr. Rommel L. Garcia DDB Deputy Director for Administration</p> <ul style="list-style-type: none"> • RA9165 defines role of family and educators • 3% of world population are drug abusers, in RP 7% of population • drug destroys minds • 70% in jail are drug-related cases; 35% in jail for direct violation of RA-9165 • Vision 2015: “Drug Free ASEAN”; Vision 2010: “Drug Free Philippines”; Vision 2007: “Drug Free Metro Manila” • All can become victims of drug abuse
10:50am	Introduction of Lecturer by Prof. Grace Reyes
11:00am	<p>Lecture by Dr. Jeremias T. Leones “Importance and Approaches to Educational Leadership and Management in Relation to Preventive Drug Education”</p> <ul style="list-style-type: none"> • <i>Concepts of educational leadership and management</i>; Leadership is transforming followers, creating visions of the goals that may be attained, and articulating for the stakeholders the ways to attain those goals; the process of influencing school stakeholders toward accomplishing a vision, mission, or goals; directing and coordinating the work of stakeholders. Landmarking focuses on one or two cases. • <i>Management</i>: Process of getting school’s vision, mission and goals done through people via effective use of resources over time; Good educational leaders are both leaders and managers. • <i>Strategic Intervention Framework for Drug Prevention and Mitigation Management</i> <div data-bbox="581 951 1222 1308" data-label="Diagram"> </div> <ul style="list-style-type: none"> • <i>Drug Prevention and Mitigation (DPM) Management Phases</i> <div data-bbox="472 1402 1333 1885" data-label="Diagram"> </div>

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12:00nn	<p>Question and Answer:</p> <ul style="list-style-type: none"> • Q: What if parents are also into drugs? A: Include parents in intervention • <u>Sharing of experiences/Other inputs:</u> <ul style="list-style-type: none"> ○ Tap LGUs for long-term sustainability of efforts ○ Use student handbooks to enforce discipline ○ USA Colorado experience: counselling done by probation officers; policy enforcement; imprisonment of truants ○ Let parents sign student manuals (which define school policies) ○ Establish school governing councils (including LGU, PNP, alumni, barangay) ○ Document best practices
1:25pm	<p>Introduction of Lecturers by Prof. Grace Reyes</p>
1:30pm	<p>Lecture by Atty. Cesar G. Posada, DDB <u>“Handling Suspected Drug Abusers: Legal Aspect”</u></p> <ul style="list-style-type: none"> • RA 9165 – Salient points relevant to preventive drug education • Types of drug tests: screening, confirmatory • Voluntary drug rehabilitation vs court-mandated rehabilitation
2:30pm	<p>Lecture by Asec Dr Rommel L Garcia, DDB <u>“Ill Effects of Drugs in the Human Body”</u></p> <ul style="list-style-type: none"> • Dopamine is found in high concentration among psychotics • Shabu/drugs increase dopamine concentration in the brain • Ill effects on mental health -- disturbance in perception (hallucination), orientation, memory, and judgment (delusion) • Ill effects on physical health – systemic, cardiac (heart) pathology • Management approaches to types of drug users: <ul style="list-style-type: none"> ○ Abstainers – Preventive drug education ○ Experimenters, occasional and regular users – Counselling ○ Drug dependents – Rehabilitation ○ Mentally-ill chemical abusers – Psychiatric treatment
3:30pm	<p>Lecture by Dr Rosalinda de Mesa (UP, OSA) <u>“Handling Suspected Drug Abusers: Educational Aspect”</u></p> <ul style="list-style-type: none"> • Several factors drive people to drug abuse • Consultation with parents of suspected abusers necessary • Tobacco and alcohol often lead to drugs • Sharing of experiences/approaches among principals can help • Counselling –active listening, attending skills, observation, communication skills • Approaches can include – focus group discussions, symposia, exposure trips (immersion) • Evaluation tips: avoid stereotyping, get broad perspective, get facts
4:15pm	<p>Question and Answer</p> <ul style="list-style-type: none"> • Q: If drugs constrict sex organ muscles, why do addicts still commit rape? A: In the short term, drugs remove inhibitions; prolonged and chronic use causes sexual dysfunctions. • Q: Can students be immediately dismissed if found to use/possess drugs? A: Depends on class of user; pushing is a criminal act, can be basis for outright dismissal • Q: What is drug abuse? A: Any use of substance harmful to the body; use of prescription drugs without prescription; use of prescription drugs for other purposes; use of substance without medical value. • Dr Garcia: DDB has training program for psychologists/counsellors for drug abuse. A drug addict is both a sick person and a criminal, he needs different treatment. • Atty Posada: Teachers who witness drug pushing are not compelled to cause the arrest of pushers for safety reasons, but are obliged to report. • Dr Mesa: Doing environmental scanning of the community helps in identifying who to tap among community officials

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Day 2 (September 23)	
8:30am	<p><u>“DepEd Programs on Preventive Drug Education”</u> by Ms Nieves Pepito (DepEd)</p> <ul style="list-style-type: none"> • National Drug Education Program (NDEP) – national blueprint • NDEP has coordinators at regional and division levels • RA 9165, Art 4, Sec 2-45 • DDB (tel. 9216638) provides resource speakers on Effective Parenting • NDEP program components • Training of guidance counselors – target completion 2005; • 2006 – training for private schools with enrolments above 1000 • Drug testing of students may be random or purposeful
10:30am	<p><u>“DOH Drug Testing in Secondary Schools”</u> by Mr Joevin Eusebio, RN (DOH Office of Special Concerns)</p> <ul style="list-style-type: none"> • From 20,000 users in 1972, figure jumped to 3.4 million in 2003 • 65-70% of prison inmates convicted for drug-related crimes • 7% of youth in 1996 found using drugs, 6% pushing; shabu drug of choice for 90% • National Random Drug Testing Survey conducted in secondary schools • Background for testing: RA-9165; DOH responsible for rehab and testing; DOH has come up with manual of operations for drug testing • RA-9165 Sec 36 – Only government forensic laboratories are authorized to do drug tests; DOH to fix cost of drug test; two methods of drug test – screening, confirmatory; Gas Chromatography Mass Spectrometer (GCMS) machines cost P7-M apiece • RA-9165 Sec 39 mandates DOH to license and accredit drug testing centers • Reasons for testing: mandatory drug test, random drug test; reasonable suspicion/cause; post accidents; follow-up, return to duty; pre-employment • Who are required for random drug tests? Students of secondary/tertiary schools (DepEd order 63 s 2003 – General guidelines) • Methods of drug test – screening, confirmatory; all positive screening drug tests shall be subjected to confirmatory test using GCMS • RA-9165 Sec 15: If positive 1st offense – minimum 6 months rehab in gov’t center; 2nd offense – imprisonment 6 years 1 day to 12 years, and fine of P50T-P200T • Sec 36 – Test results valid for 1 year • Sec 38 – In cases of apprehension or arrest, positive screening lab test must be confirmed for it to be valid in court; positive results must be signed by analyst and head of laboratory • Specimen collection: Observed collection (in presence of ASC); unobserved collection (in absence of ASC, submitted samples, subject to validity tests) • Types – single specimen collection (60 ml); split (2 30-ml) • Preliminary procedure prior to collection: verify ID of doctor; explain basic collection procedure; answer questions re procedure); beware chemical agents that can neutralize ATS • Donor ID required: photo ID, ID of authorized agency representative, other IDs allowed • Steps in collection: check supply, security of collection area; check ID of donor; explain/answer questions; ask donor to select specimen bottle; collect one at a time; ASC (authorized specimen collector) asks donor to remove outer garments; check pockets for adulterants; ask donor to wash hands • Question: One case in LTO drug test – no procedures followed: A: Report case • Collection steps: measure temp, volume; watch for adulteration, substitution; close, seal and sign • Specimen collection is weakest link in drug test program; efforts must be made to make collection legally, forensically, and technically defensible • Tampering/dilution: internal (tea, water, beer, coffee); external (bleach, ammonia, liquid soap, vinegar, salt, aspirin, niacin) • Transport of specimen (for confirmatory): CCF copy, etc. • Storage of specimen • Specimen retention; rejected specimen to be documented and reported

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	<ul style="list-style-type: none"> • Results of RDT: 1.17% in NCR confirmed positive; marijuana drug of choice among students; most students screened positive are from public schools • Issues: National RDT logistics, procurement problem, lack of confirmatory capability of DOH • Q: Basis for choosing a school for RDT? A: computer-generated list • Q: Why parents of students caught in the act insist on drug test? A: Marijuana stays only 7 days, tests must be done immediately • DOH phones for DT: 7116075, 7814353 • Q: What to do with students screened positive? A: No automatic kickout; counseling to find need (detox, rehab, etc.) • Q: What to do with students caught in the act? A: Make a report (security, police) for legal documentation 														
1:30pm	<p>“Project Planning and Proposal Writing for Possible Funding” by Dr Jeremias T Leones (UP)</p> <ul style="list-style-type: none"> • Topics: Generic steps in Project Planning; Format in Writing Project Proposals for Funding; Writeshop • Possible high-impact projects: alarming dropout rates • Project components/elements: funding, objectives, people, phases (PIM/E), time, strategy • Project: An activity with a clear objective using resources over time and clear phases/steps to attain the objective • Resources: money, man(person)power, machines, materials, methods, management • Problem: a situation that deviates from expectation or standards • Measurement: Effectiveness, efficiency, equity, transparency • Planning: Decide in advance what, why, when, who, where, and how to do something in order to attain a desired future given the internal capability and available resources vis-à-vis the opportunities and threats of a dynamic and turbulent environment (Leonis 2001) • SWOT Analysis Grid: Internal (Strengths / Weaknesses); External (Opportunities / Threats) • Planning is the analysis of environmental conditions and organizational capabilities and the formulation of plans to match the organization’s capabilities with those conditions (Montanaim et al, 1990, p.4) • Planning requires having a definite purpose in mind. • SMART Objectives: Specific, Measurable, Attainable, Results-oriented, Time-bound • IMPACTS: Impact (make a difference), Measurable, Prioritized, Attainable, Culture-sensitive, Time-bound, Sustainable • Steps: Problem definition and determination; Analysis of potential causes; Formulation of objectives (IMPACTS-based); Identification of possible project solutions; Formulation of marketing mix; Develop Logical Framework (logframe), project phases, action plan, and control system; Determine project name; Project proposal writing and fund sourcing; Implmentation/sustainability monitoring and evaluation; Impact evaluation • Use Problem-Tree Analysis technique • Use Marketing Mix (Social Marketing): Product --> KASH <table border="1" data-bbox="418 1612 1360 1835"> <thead> <tr> <th data-bbox="425 1621 737 1652">Particular</th> <th data-bbox="740 1621 1354 1652">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="425 1656 737 1688">Product</td> <td data-bbox="740 1656 1354 1688">Ex: child knows word-processing, etc.</td> </tr> <tr> <td data-bbox="425 1692 737 1724">Placement</td> <td data-bbox="740 1692 1354 1724">Access</td> </tr> <tr> <td data-bbox="425 1728 737 1759">People</td> <td data-bbox="740 1728 1354 1759">Project personnel – qualifications</td> </tr> <tr> <td data-bbox="425 1764 737 1795">Promotion</td> <td data-bbox="740 1764 1354 1795">Core message</td> </tr> <tr> <td data-bbox="425 1799 737 1831">Process</td> <td data-bbox="740 1799 1354 1831">Phases and steps</td> </tr> <tr> <td data-bbox="425 1835 737 1866">Price</td> <td data-bbox="740 1835 1354 1866">Php</td> </tr> </tbody> </table>	Particular	Description	Product	Ex: child knows word-processing, etc.	Placement	Access	People	Project personnel – qualifications	Promotion	Core message	Process	Phases and steps	Price	Php
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