

**S2-6****THE ASSESSMENT OF DISABLEMENT: THE ROAD AHEAD**

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The inclusion of assessment of disablement in outcome measurements of health conditions have provided a paradigm shift in health care evaluations. The proper delineation of disablement phenomenon will lead to more refined diagnostic criteria and will provide better models of care. Treatment planning to match disablement profiles to interventions will allow better outcome evaluations. The WHO-NIH joint project and the revision of the ICIDH revision provide the ideal vehicles to develop this paradigm. The implications for mental health in terms of parity, and burden assessment will be discussed.

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## **SEC3. Alcohol: Education about addiction in Europe**

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**SEC3-1****MEDICAL EDUCATION IN ALCOHOLISM: THE FRENCH EXPERIENCE**

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Training in the diagnosis and treatment of alcohol dependence should play an important role in medical education. In addition to academic formations, high priority should be given also to pedagogical methods which will encourage physicians to avoid their own denial reactions and reinforce professional objectivity. French medical schools, however, have not adopted a common and systematic approach within the general training cursus of future medical doctors nor a coordination within specialized studies.

Medical education in alcohol dependence is integrated in the programs of psychiatry and gastro-enterology first studies. Main subjects studied during lectures are:

- epidemiology (risk factors, data available about prevalence...)
- diagnosis (typical clinical picture of alcohol dependence, diagnostic criteria, use of standardized rating scales such as the AUDIT, the CAGE, the MAST),
- evaluation of psychiatric disorders associated with alcohol dependence and short and long-term treatment strategies.

In addition, most medical schools organize a facultative module about addictions in general, including sessions on alcohol dependence.

At the end of their medical cursus, new physicians can complete their knowledge about alcohol dependence with two types of formations we call in France, "Capacité d'alcoologie" and Diplôme d'Université". These two kinds of courses are organized by medical schools. They are more particularly aimed at general practitioners, residents in psychiatry or specialists (psychiatrists, gastro-enterologists). Some of these formations are open to psychologists and social workers. In most cases clinical training is combined with lectures and discussion groups and internships within outpatient and inpatient clinics.

**SEC3-2****TRAINING OF ADDICTION SPECIALISTS IN ITALY**

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Training of addiction specialists in Italy nowadays is a rather neglected educational field. Although a specific section named "Medicine of Addictions" has been included among the subjects of competitions to be admitted to the Public National Health Service, university educational programs for graduating students and residents in Psychiatry or other medical schools are still lacking. Only few post-degree courses are available for candidates voluntarily applying for training in addiction.

Two major questions are raised:

1) whether drug dependence should be separately taken into consideration with respect to alcoholism, and 2) which academic institution should be mostly responsible for training in addiction, given the multi-disciplinary competences pertaining to dependency. In fact, in the Italian situation, Psychiatry, Pharmacology and Internal Medicine (particularly for alcoholism) share interests and claim to exert the main influence in educational matters.

As to the former question, the Territorial Services for Drug Dependence (Ser.T.) are not specifically addressed to the treatment of alcoholism, at least not in all the Italian regions, so that alcoholism is often clinically left out or not treated as a unitary disease.

In this presentation data about such a situation will be supplied to support the opinion that Psychiatry, because of its peculiar domain, should play the role of main doctrine and institution for training specialists in addiction, with function of co-ordination of the other competences. Accordingly, step-models of educational programs will be suggested.

**SEC3-3****EDUCATION ABOUT ADDICTION IN SPANISH UNIVERSITIES**

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In our exposition we will separate the Undergraduate and post-graduate training on Drugdependence. Undergraduate: some universities include lessons or credits in Drugdependence: University Autonomous of Madrid (UAM)-School of Medicine; University of Sevilla-School of Medicine; University of Navarra-School of Medicine; University of Valladolid-School of Medicine & School of Nursery; University of Zaragoza-School of Medicine; University of Barcelona-Faculties of Psychology & Pharmacy, and School of Medicine. Post-graduate: The most part of university formation in Drugdependence takes place in post-graduate courses (masters and PhD). The follows universities are implicated in this kind of formation: Barcelona, Santiago, Deusto, Sevilla, Granada, Autonomus of Madrid, Complutense of Madrid, Navarra, Valladolid and Zaragoza. All this kind of formation will be described in our presentation, with special emphasis on Master of Barcelona University which is the oldest one of the spanish universities.