



Report on the SOLVE Course Directors' Course

Rome (Italy) 8-10 April 2003

Course Director:

Dr. David Gold

Module Instructors:

Dr. Alberto Zucconi (IACP)

Ms. Joannah Caborn (ILO)

Ms. Evelyn Kortum-Margot (WHO)

Background

1. Drugs and alcohol, violence, stress, tobacco and HIV/AIDS are major threats to the survival of modern enterprises. For the worker, these psychosocial problems may result in stigmatization, isolation, illness, injury or even death. For the enterprise, these issues may result in disruption, a negative image, low morale, absenteeism, turnover, occupational accidents, burnout and compensation. For the enterprise, these problems impact on productivity, increase costs and negatively affect the overall capacity of an enterprise to be competitive. These problems impact on all countries, all sectors and all categories of workers. Any one of the above-mentioned psychosocial problems may be a causal factor for the others may be an end result or find its roots among them. The traditional response normally ignores this cause and effect type of interrelationship. The response is often of an occasional and palliative nature, is rarely properly coordinated and usually quite costly.
2. In most countries there is limited expertise and limited resources available to deal with these problems. Additionally, when more than one of these issues is present, they have a compounding effect, feeding on each other. Enterprises and organizations need to have a comprehensive policy in being able to deal with these issues along with strategies and solutions.
3. The ILO has developed the SOLVE programme, which is designed to allow an organization or an enterprise to integrate psychosocial issues (drugs and alcohol, tobacco, stress, violence and HIV/AIDS) into overall corporate

policy and establish a framework for preventative action. (For further information on SOLVE please visit the SafeWork home page at www.ilo.org/safework/solve).

4. SOLVE offers an integrated workplace response to the above-mentioned psychosocial problems. It also introduces an innovative approach whereby workers' health, safety and well being become integral parts of the economic sustainability and organizational development of enterprises.
5. The SOLVE methodology consists of educational interventions at five levels. The course offered in Rome was the Course Directors' Course which enables individuals who have already completed the Five-Day Policy Course to organize and coordinate all SOLVE courses themselves. By implementing this course in Europe with participants from a number different countries, including Turkey, Thailand and the Philippines, the capacity to further expand SOLVE was significantly strengthened.

DAY ONE

Introduction

1. Dr. Zucconi and Dr. Gold opened the course and welcomed the participants. Dr. Gold was pleased to see such a large number of participants representing numerous institutions from several continents. He also expressed his gratitude for the excellent organizational work Dr. Zucconi and his associates initiated in putting this course together.
2. The participants were greeted by high-level visitors: Dr. Elena Sardi de Letto of the Italian Ministry of Foreign Affairs and Dr. Cecelia Brighi of CISL, the main Italian workers' union. These speakers emphasized that they fully support the work of SOLVE, especially as their respective ministries and organizations are working on similar workplace issues. Dr. Brighi added that collective bargaining can be an effective tool when trying to manage workplace psychosocial issues.
3. Ms. Kortum-Margot led the group through an introduction exercise. Dr. Gold then presented an overview of the programme for the three-day course, after which a discussion was opened focusing on the course goal and expectations of participants. It was agreed that the participant in the SOLVE Course Directors' Course will be able to develop the knowledge and skills necessary to organize, implement, manage and evaluate the SOLVE Policy-Level Course, Addressing Psychosocial Problems at Work.

4. Ms. Caborn provided an overview of the entire SOLVE programme including the SOLVE Course for Managing Directors, SOLVE for Workers, SOLVE Policy-level Course and MicroSOLVE. Dr. Gold added that discussions for additional adaptations of SOLVE are underway for universities, governments and prisons.

Instructional Techniques

5. Dr. Gold opened this session by emphasizing that the participants will learn techniques which will aid them as course directors but will also assist SOLVE course instructors. He explained that true learning requires a change of behavior and that the use of behavioral objectives was an integral and important part of every element of the SOLVE programme. Ms. Caborn highlighted the strategy behind the lesson plans and noted that SOLVE materials are flexible and comprehensive and are designed for last minute instructor changes. The discussion focused on whether course directors should teach any of the five modules. It was decided that even though the lesson plans for each module are clearly laid out, only experts in each of the SOLVE topics should actually teach the module.
6. Dr. Zucconi used brainstorming with the participants to review communication techniques. He emphasized the need for the instructors to pay attention to group dynamics, especially if there are different levels of knowledge within the group. The lesson plan is designed to start with simple concepts and then progress to the more complex. He also called attention to the need for sensitivity to cultural, religious and ethnic perceptions. As instructors, we want to embrace the themes of empowerment and awareness as often and consistently as possible.
7. Ms. Caborn discussed the audio-visual equipment used in SOLVE programmes as well as the respective advantages and disadvantages for each one. The equipment covered included the power point projector, overhead projector, flip chart and whiteboard. This was followed by a brief overview of different instructional methodologies by Dr. Gold. He stressed that greater participation from students would result in higher and longer-lasting knowledge retention. Overall, the group concluded that a combination of instructional methodologies is the most useful when presenting SOLVE.
8. Ms. Kortum-Margot and Dr. Zucconi divided the participants into five working groups with the objective of modifying each module's lesson plan to a specific target group. Adaptations were made according to the following elements: cultural differences, language difficulties and complex vocabulary, gender sensitivities, increasing participation and avoiding potential conflicts. The results were presented to the group the following morning.

Day Two

9. Dr. Gold facilitated the plenary reporting of the working groups. The groups used both the overhead projector and power point to show the adapted lesson plans. The following were suggestions that the group agreed would be helpful when adapting lesson plans to a specific target group:

- Involve key informants as partners to assist with adapting lesson plans to the local situation;
- Consider replacing check lists with sector-specific examples;
- In slides, use local caricatures, national statistics and/or other local information when applicable;
- In some modules, it would be extremely relevant to highlight certain areas that are applicable to the local situation. For example, a particular kind of drug may pose a greater risk to the target group - therefore additional information on the nature and effects of the drug should be provided;
- Use real case studies to assist with the presentations. (The SOLVE website could be a potential bank of case studies where instructors could choose from several target groups and settings.);
- When relevant, it could be very helpful if the module instructors were representatives from the target group (For example, if the target group were fire fighters, then it would be ideal if the presenter was also a fire fighter.);
- Consider using other forms of media like videos, newspaper articles, etc.;
- Finally, as course directors, we must remember that modified lesson plans should not affect the ability of the course participant to meet the stated objectives.

10. Dr. Zucconi strongly emphasized keeping in mind the main concepts and pillars behind SOLVE. This "holistic" approach includes the notions of non-discrimination, prevention, care and support, worker involvement and empowerment.

Course organization

11. Dr. Gold provided an overview of the administrative requirements needed to run the course. He led a discussion on participant selection for the Policy-Level SOLVE course, emphasizing the need for tri-partite representation. Ideally, each course should be made up of eight employer, four worker and four government representatives. Ms. Caborn discussed instructor selection noting that: 1) instructors must have specialized knowledge; 2) instructors are approved by the national facilitator; and 3) all instructors must have taken the Policy course either before or while they are presenting their topic. Other modes of quality assurance were discussed such as having taken continuing

education courses and number of hours in previous trainings. It would also be ideal if instructors were communicating with one another regularly and an official network existed where ideas could be shared easily.

12. Dr. Gold led a discussion on the methods used to evaluate SOLVE. He described the pre-course questionnaire as well as the pre-test, post-test and qualitative evaluation forms. The group then discussed the great importance of anonymous testing and the different methods that can be employed to ensure protection of the participant's identity. After a SOLVE course is completed, Dr. Gold also explained that the course roster needs to be sent to the ILO for certification. Certificates will only be sent to course participants once the action-plan is completed.

Interactive Demonstrations

13. The next part of the course consisted of practical demonstrations of SOLVE for Managing Directors, SOLVE for Workers and MicroSOLVE. The workshop participants were asked to play the role of managing directors and complete several of the course exercises. The participants were then asked to select a MicroSOLVE module they would like to see in a demonstration for the next day. A very comical and entertaining, yet democratic selection process took place and finally the MicroSOLVE "Recognizing Sexual Harassment" was chosen.

Day Three

14. Ms. Caborn and Ms. Kortum-Margot demonstrated the SOLVE for Workers course, while the participants played the roles of workers in "Zucon Enterprises". A discussion then ensued concerning the different approaches used for the Managers and Workers course. For the managers, the financial repercussions of psychosocial problems are highlighted while the workers course focuses more on empowering the individual worker to prevent and/or deal with these issues. Suggestions included providing handouts so workers can share what they have learned with their families as well as giving participants the opportunity to talk to someone about more personal issues after the course. Dr. Zuconi added that, as SOLVE course directors, we should never think of ourselves as going into a company and solving their problems. Rather, it's more appropriate to understand our role as increasing awareness.
15. Mr. Zanoni, Ms. Deluca and Ms. Lee volunteered to teach the MicroSOLVE "Recognizing Sexual Harassment." They led the participants through several exercises using brainstorming, the power point projector and flip chart.

Practical Information

16. Ms. Caborn explained the SOLVE website, which has the most recent and up-to-date information for all of the SOLVE courses. She then reviewed the Frequently Asked Questions (FAQ) and the organigram for SOLVE. It is quite important that a tri-partite committee is used to set up SOLVE nationally in each country. The heart of the ILO is based on its tri-partite structure, thus consulting with a tri-partite committee is required in order to use the ILO logo.
17. Dr. Gold stressed that the course participants are encouraged to translate SOLVE into their local languages. Before beginning translations, participants are requested to ask Dr. Gold for a copyright release. A French SOLVE has recently been completed and will be tested in Senegal in May.
18. SOLVE currently has a manufacturing sector focus, but initiatives can be made to adapt the courses to other sectors. For example, a modified SOLVE for EAPs is under discussion as well as SOLVE for prison guards. Other SOLVEs in development include SOLVE for health care workers, fire fighters and public events workers. There will be a 2nd edition of SOLVE which will include new modules: sleep deprivation, nutrition and gambling. It's clear that SOLVE is constantly evolving, thus Dr. Gold and Ms. Caborn are open to any suggestions and modifications to the courses.
19. Lastly, as course directors, the fee for the SOLVE courses is at the discretion of the course directors. We should always consider the possibility of seeking funding from foundations, UN, governments and other grant-making institutions.

Summary

20. The SOLVE team of Dr. Gold, Dr. Zucconi, Ms. Caborn, and Ms. Kortum-Margot succeeded in delivering a very comprehensive programme. The group of very enthusiastic professionals from several different countries and a variety of backgrounds participated actively and provided many useful suggestions. Heartfelt appreciation was expressed to the participants for their active participation as well as to the instructional team for a dynamic and informative three days. In addition, everyone offered many thanks Dr. Zucconi and his colleagues from IACP for their gracious hospitality.

SOLVE is now ready to rock n' roll in three more continents...