

Damilola Ojo, B.Sc¹, Jennifer Wyman, MD²

¹ University of Toronto, Temerty Faculty of Medicine, ² Women's College Hospital

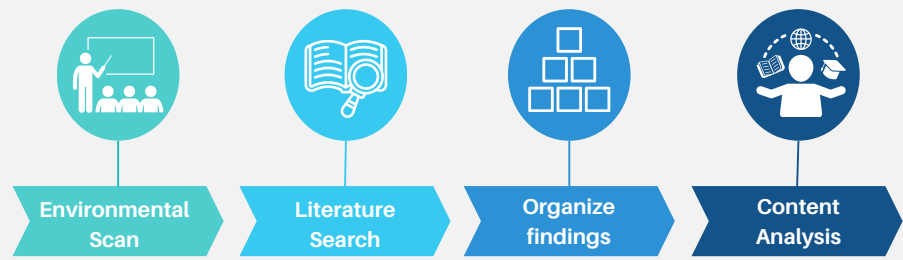
Background

Opioid toxicity is a severe crisis in Ontario, with annual deaths ranging from 2,500 to 3,000. Beyond fatalities, thousands of Ontarians are treated for accidental overdoses in emergency departments each year. This highlights a critical gap in education concerning the care of individuals who use substances. Current training and education on substance use care remains inconsistent and inadequate across undergraduate medical education (UGME), postgraduate medical education (PGME), and continuing professional development (CPD) levels for healthcare professionals. Addressing this educational deficit is essential to improve outcomes and provide comprehensive care for affected patients.

Purpose

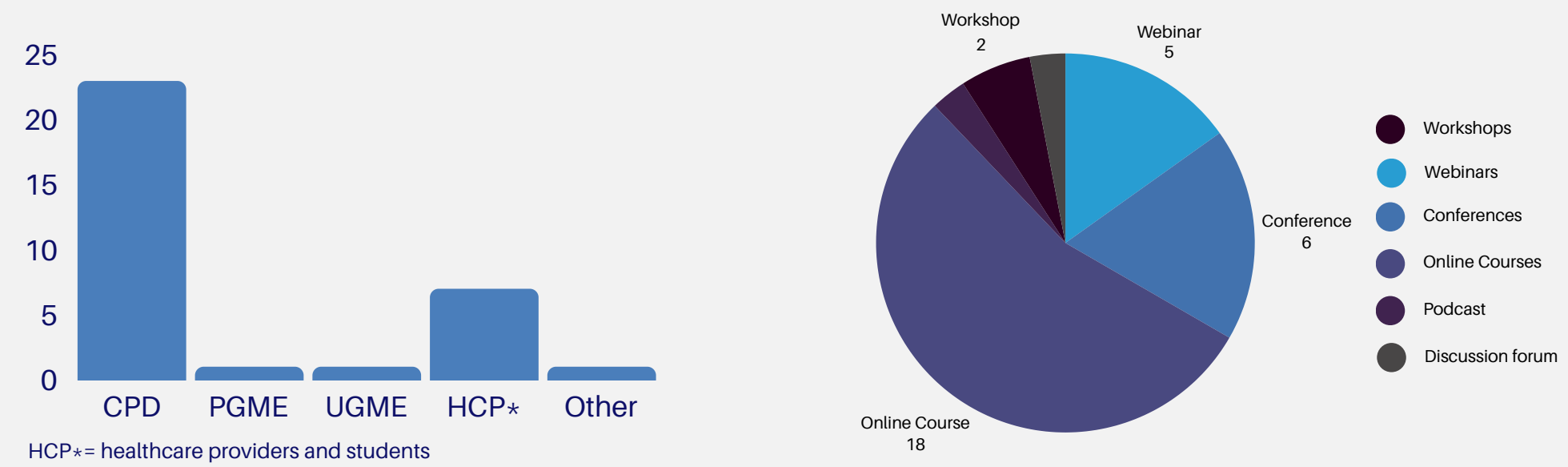
This study aims to explore the educational opportunities available for health professionals in Ontario focusing on substance use care and assess their impact on knowledge, skills, confidence, and attitudes in addiction medicine. Understanding these factors will help improve educational strategies at undergraduate, postgraduate, and CPD medical programs, ultimately enhancing care for individuals affected by substance use disorders.

Methods



Results

1. Scan of Education Resources



2. Thematic Content Analysis



Discussion

We identified 33 current education resources for substance use care, with 24 tailored towards CPD programs. Having a comprehensive list of these resources can be valuable for providing easy access to relevant training opportunities and highlighting gaps in current education resources in opioid care.

Our literature review revealed the significant impact of contact-based educational interventions involving people with lived experiences. These models resulted in substantial attitude changes and stigma reduction, unlike didactic methods which mostly enhanced knowledge and skills but did not significantly alter attitudes.

Future Directions

This study may be valuable in creating medical educational programs and for primary care providers working in opioid use care. A future study assessing the value of contact based interventions during addiction medicine rotations for medical students can be conducted.

Acknowledgements

I would like to thank my supervisor, Dr. Jennifer Wyman, Dr. Joyce Nyhof-Young, and the team at META-PHI for their continued support throughout this project.

1. Dalgaard, N et al. "Developing a national undergraduate medical education pain management and substance use disorder curriculum to address the opioid crisis: a program evaluation pilot study." BMC medical education vol. 24,1 258. 8 Mar. 2024.
2. Donovan, Arna K et al. "Faculty Communication Knowledge, Attitudes, and Skills Around Chronic Non-Malignant Pain Improve with Online Training." Pain medicine (Malden, Mass.) vol. 17,11 (2016): 1985-1992.
3. Knack, Stephanie et al. "Measuring the Influence of Curricular Content and Personal Stories on Substance Use Stigma." The Journal of nursing education vol. 61,5 (2022): 264-267.
4. Englander, Honora et al. "Spreading Addictions Care Across Oregon's Rural and Community Hospitals: Mixed-Methods Evaluation of an Interprofessional Telemonitoring ECHO Program." Journal of general internal medicine vol. 38,1 (2021): 100-107.