

Decreasing Substance Use Stigma through Interprofessional Education: An Innovative Workshop for Entry-to-Practice Health Professional Students

Category: Oral Presentation

Abstract Body

Background:

Entry-to-practice healthcare education has historically lacked content on substance use. In response to the ongoing public health emergency due to the toxic illicit drug supply in BC, an interprofessional workshop on decreasing substance use stigma through team-based communication and patient-centered care was developed and delivered to entry-to-practice health professional students.

Methods:

A 90-minute, online interprofessional workshop was developed collaboratively with the BCCSU in partnership with University faculty, clinician experts, and people with lived and living experience (PWLLE) of substance use. The workshop, offered over zoom, was facilitated by PWLLE, clinicians, and faculty members who all shared their relevant experiences. It was built around a video simulation, developed by a health authority addiction team, which served as a basis for small group discussions. Throughout the workshop, students were encouraged to reflect upon factors that influence views on substance use and their own biases, and how those might impact their interactions with patients and other team members.

Results:

Nearly 400 students from audiology, dentistry, dietetics, genetic counselling, pharmacy, and speech-language pathology participated in the workshop. Results from the post-workshop evaluation (>96% response rate) showed that more than 90% of students felt that the workshop was valuable to their learning; over 92% of the students have a better understanding of how to decrease substance use stigma when communicating with members of the team, including the patient; and over 96% of students identified the experiences shared by PWLLE as meaningful for their learning.

Conclusion:

Through innovative video simulation technology, strategic discussion questions and facilitation by content experts including PWLLE, this workshop provided health professional students exposure to substance use

curriculum which will better equip them to address the public health crisis and support people who use drugs as they enter practice. Further, this workshop provided students with an opportunity to develop interprofessional competencies, including: patient-centered care, interprofessional communication, collaborative leadership and shared decision-making, and interprofessional conflict resolution. Future directions include offering this workshop as part of the university's integrated interprofessional curriculum program to reach all health professional students.

Key Words

- Education
- Mutual Help/Peer Support/Lived Experience
- Prevention/Harm Reduction
- Stigma
- Substance Use Disorder (general)

Learning Objective # 1

Identify the key components of an effective interprofessional workshop aimed at reducing substance use stigma in entry-to-practice health professional students, including the use of video simulation technology, strategic discussion questions, and facilitation by content experts including people with lived and living experience of substance use.

Learning Objective # 2

Describe the potential benefits of incorporating substance use education into interprofessional healthcare curricula, including the development of interprofessional competencies

Reference # 1

Interprofessional Substance Use Disorder Education in Health Professions Education Programs: A Scoping Review: <https://www.ingentaconnect.com/content/wk/acm/2020/00000095/00000003/art00039>

Reference # 2

Simulation in Addiction Education: <https://link.springer.com/article/10.1007/s40501-020-00226-8>

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