

A Competency-Based Curriculum for Teaching Opioid Use Disorder to Residents

Category: Workshop

Abstract Body

Residency education in pain management and substance use disorder in Canada is rarely delivered as a formal course unit. Often, it appears in fragments across multiple sessions, rotations, and specialties. This fragmentation of standardized training and the challenge of the opioid crisis have led to the development and implementation of a new competency-based postgraduate medical education (PGME) curriculum for opioid use disorder by the Association of Faculties of Medicine of Canada (AFMC). This session will present a review of the AFMC curriculum and demonstrate its applicability/potential for postgraduate education. We will examine the content of the curriculum, its learning objectives, and delineate key competencies based on the CanMEDS/CanMEDs-FM framework. We will also present selected findings from a pilot evaluation study that examined the impact of the new curriculum.

The content of the PGME curriculum includes: 1) Building Relationships with Individuals: Navigating Difficult Conversations about Opioids, 2) Opioid Stewardship: Prescribing and Management, 3) Opioid Stewardship: Rotation and Deprescribing, 4) Opioid Use Disorder Assessment & Management, 5) Management of Chronic Pain in Diverse Patient Populations, 6) Cancer-Related Pain, 7) Advanced Knowledge of Pain and Management, and 8) Management of Chronic Pain. Each module is presented as an online, bilingual, asynchronous learning module. In addition, simulation cases will be introduced as an addition to the curriculum. Methods to integrate the curriculum into postgraduate teaching will form one of the interactive components of this session.

This curriculum has the potential to bridge the knowledge gap in pain management and opioid use disorder in residency training across Canada and support addiction medicine clinicians in their teaching role.

Key Words

- Education
- Opiate Agonist Therapy
- Opioids/Opiates
- Pain

Learning Objective # 1

Demonstrate knowledge about the content and scope of the new AFMC PGME opioid curriculum.

Learning Objective # 2

Identify the learning objectives and competencies of the new curriculum.

Reference # 1

• Graves L, Dalgarno N, Van Hoorn R, Hastings-Truelove A, Mulder J, Kolomitro K, Kirby F, van Wylick R. Creating change: Kotter's Change Management Model in action. Can. Med. Ed. J [Internet]. 2023 Apr. 3 [cited 2023 Apr. 26];. Available from: <https://journalhosting.ucalgary.ca/index.php/cmej/article/view/76680>

Reference # 2

• Kolomitro K, Graves L, Kirby F, Turnnidge J, Hastings Truelove A, Dalgarno N, van Wylick R, Stockley D, Mulder J. Developing a Curriculum for Addressing the Opioid Crisis: A National Collaborative Process. J Med Educ Curric Dev. 2022 Apr 26;9:23821205221082913. doi: 10.1177/23821205221082913.

Lead Author

Dr. Lisa Graves

Professor, Family and Community Medicine | Western Michigan University Homer Stryker M.D. School of Medicine

Co-Author

Mr. Jenn Van Hoorn

Project Manager | Association of Faculties of Medicine of Canada

Co-Author

Dr. Nicholas Cofie

Health Education Research Consultant and Adjunct Assistant Professor | Queen's University

Co-Author

Dr. Jeanne Mulder

Director, Online Learning, and Assistant Professor | Queen's University

Co-Author

Dr. Richard van Wylick

Vice-Dean, Health Sciences Education | Vice-Dean, Health Sciences Education