

The implementation of an online, interdisciplinary program to teach opioid use disorder to health sciences students

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BACKGROUND/PURPOSE

The opioid epidemic continues to be a major public health crisis. To address the opioid epidemic in Ohio, the Ohio Attorney General appointed a variety of experts to the Scientific Committee on Opioid Prevention and Education (SCOPE) with the goal of reducing overdose deaths in Ohio. One focus area for SCOPE was education of healthcare professionals on substance use disorder (SUD) and opioid use disorder (OUD)

To identify the content and extent to which future healthcare professionals are trained in SUD, SCOPE distributed a survey to 49 healthcare professional schools in Ohio that included the following disciplines: medicine, pharmacy, advanced nursing practice, physician assistant, dentistry, and optometry. The survey included four domains: initial screening of patients, training in SUD, training in care for patients at high risk for SUD, and education in evaluating patients for adverse childhood experiences (ACEs). The findings of this study suggested a need for uniform training requirements in the foundations of pain management, SUD, and ACEs across professional healthcare education.

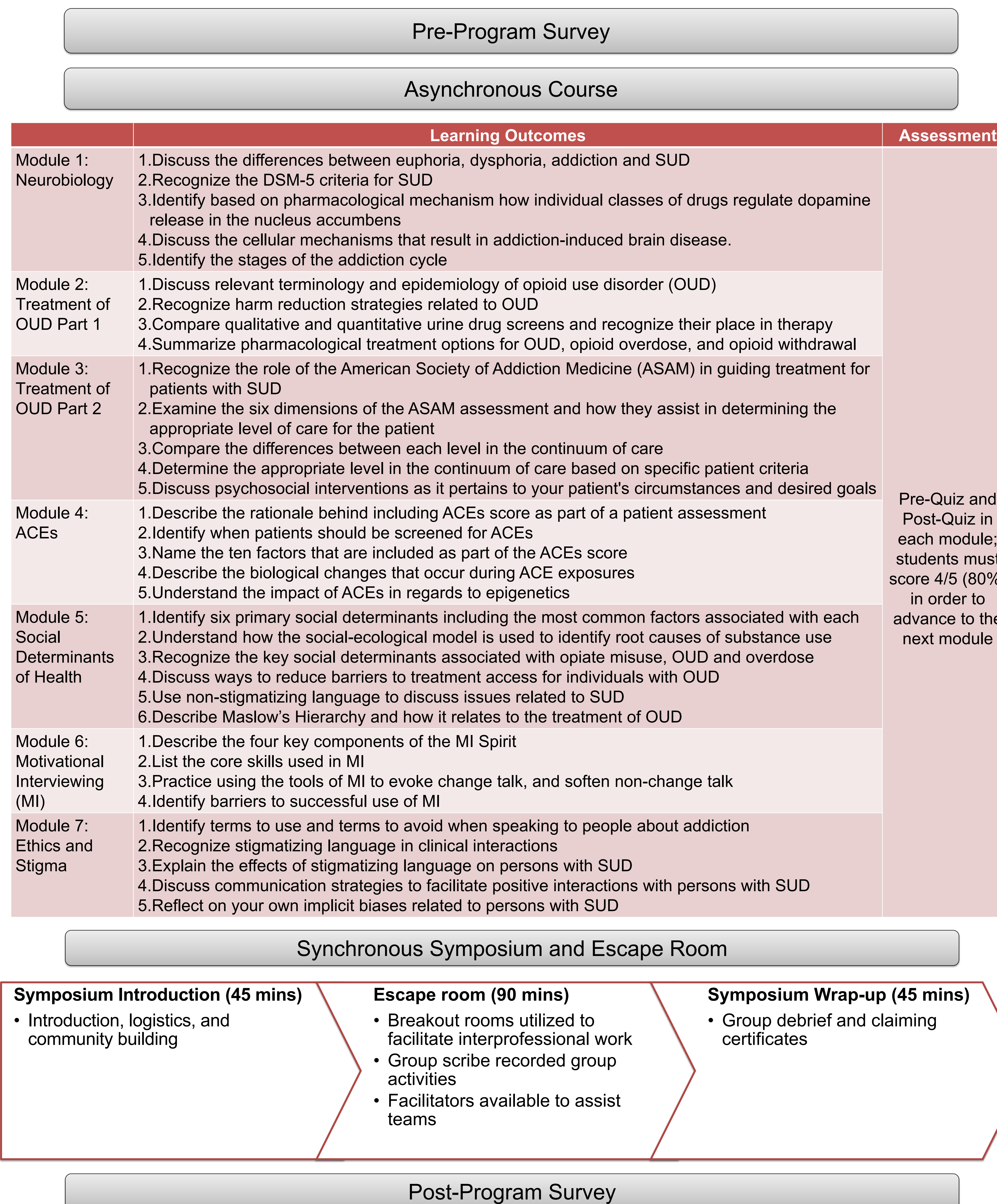
In response to the findings of SCOPE, the Ohio Attorney General's office assembled an educational committee with representatives from various health professional colleges around Ohio to develop and implement an interprofessional educational symposium that would address the training gaps identified in SUD education.

OBJECTIVES

This study was designed to:

1. Assess the effectiveness of an asynchronous online course focused on SUD and OUD
2. Assess student attitudes towards working on interprofessional teams
3. Assess student perceptions OUD and caring for patients with OUD

METHODS



RESULTS

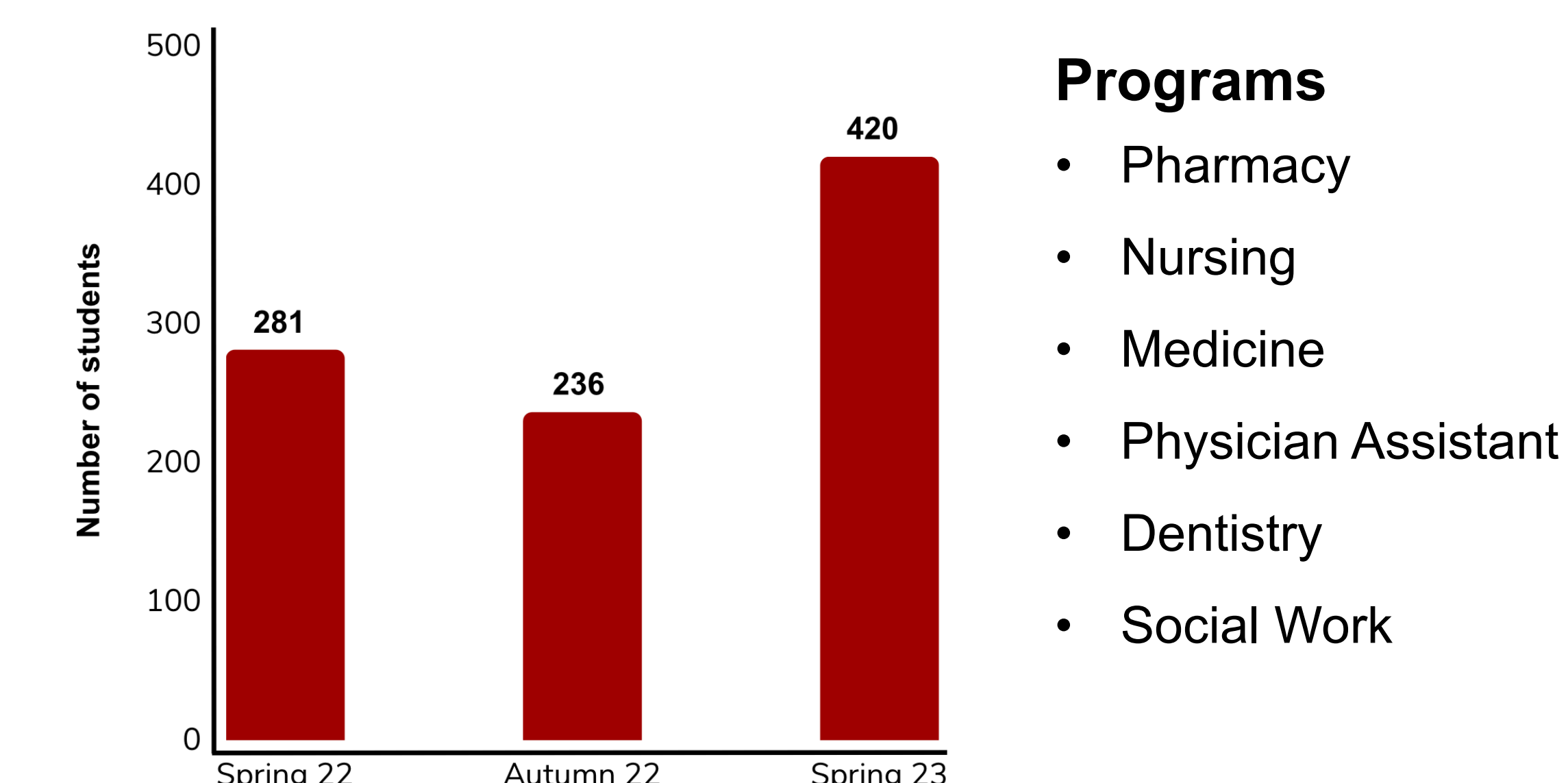


Figure 1: Number of students participating in course by semester

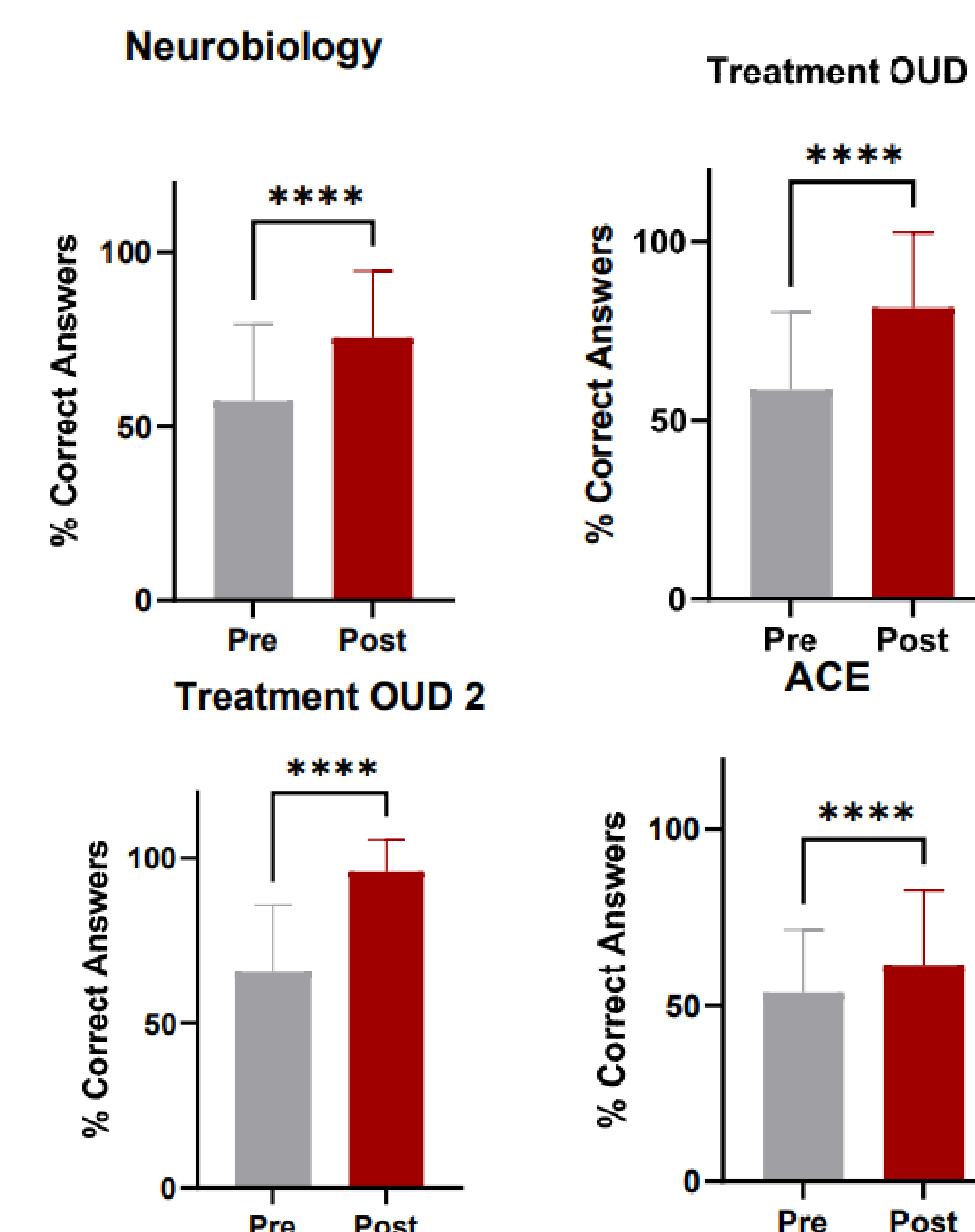


Figure 2: Asynchronous module knowledge assessment pre- and post-participation. Each value is the mean ± SD (n=392-398). ****; indicated a significant difference between pre and post module completion (p < 0.0001)

Student Perceptions and Intentions

7 of 11 perception variables assessed showed significant positive increases

After the escape room, students strongly intended to work collaboratively on interprofessional teams when caring for patients with SUD and OUD

CONCLUSIONS

An interprofessional educational experience including both an asynchronous course and virtual synchronous escape room increases participant knowledge around OUD and improves student perceptions of working with an interprofessional team and caring for patients with OUD