Interprofessional **Addiction Education**

Implementation Strategies for Online Training

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Recognize need to integrate SUD education

The Objectives



Appreciate the opportunities within online learning.



Evaluate curriculum implementation models

The Problem

People with SUDs don't enter treatment

Healthcare providers know too little about SUD Treatment

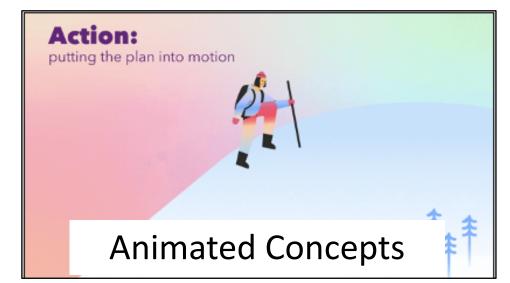
Overall Project

- *Am. Academy of Addiction Psychiatry
- *****Am. College of Academic Addiction Medicine
- ***34 Health Professions Schools**
- Yale-Poorvu Center Teaching and Learning
- Secults from Yale University Schools Public Health
 - Nursing
 - Medicine
 - **PA Program**
- Grant-addition of Schools of Social Work and Pharmacy

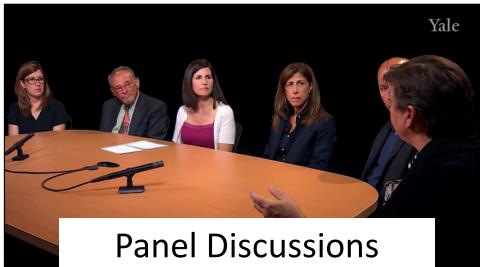


Addiction Treatment: Clinical Skills for Healthcare Providers











Implementation Models

Set it and Forget it

Virtual Teacher

Flipped Classroom

Other: Drop-in Discussion



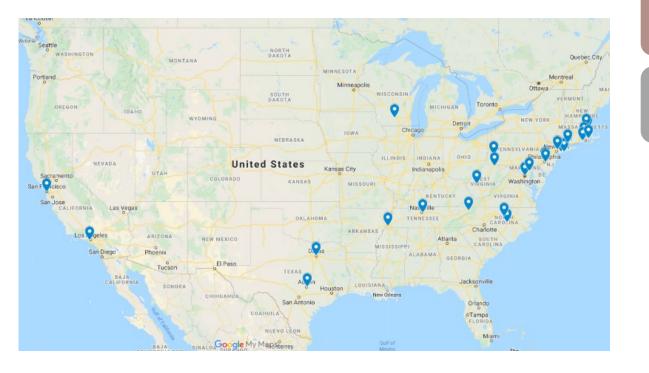
Faculty Education

Faculty Access

Student Rollout

Student Registration

Outcomes: Participation



> 34 Programs

1061 Students Recruited

746 (70%) Started Course

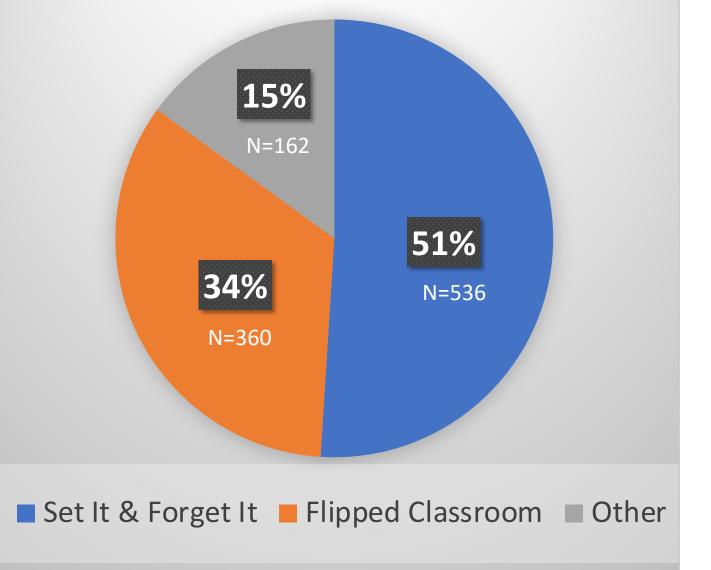
604 (81%) Completed Course

Student Enrollment

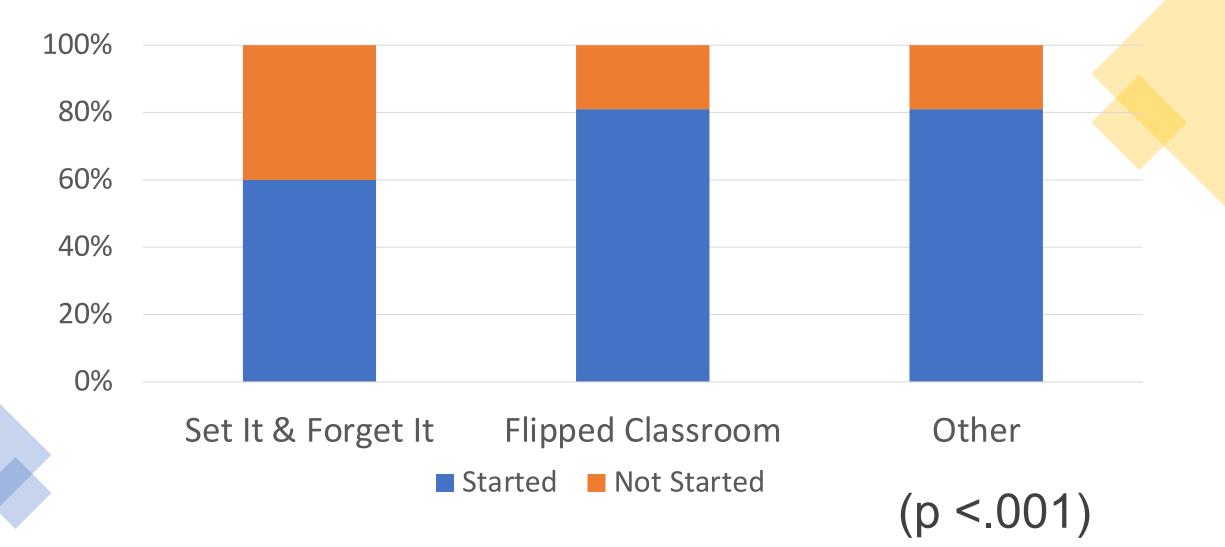
Nursing (60%), Social Work (18%), Pharmacy (15%), Medicine (3%) Psychology (3%)

Results: Implementation Models

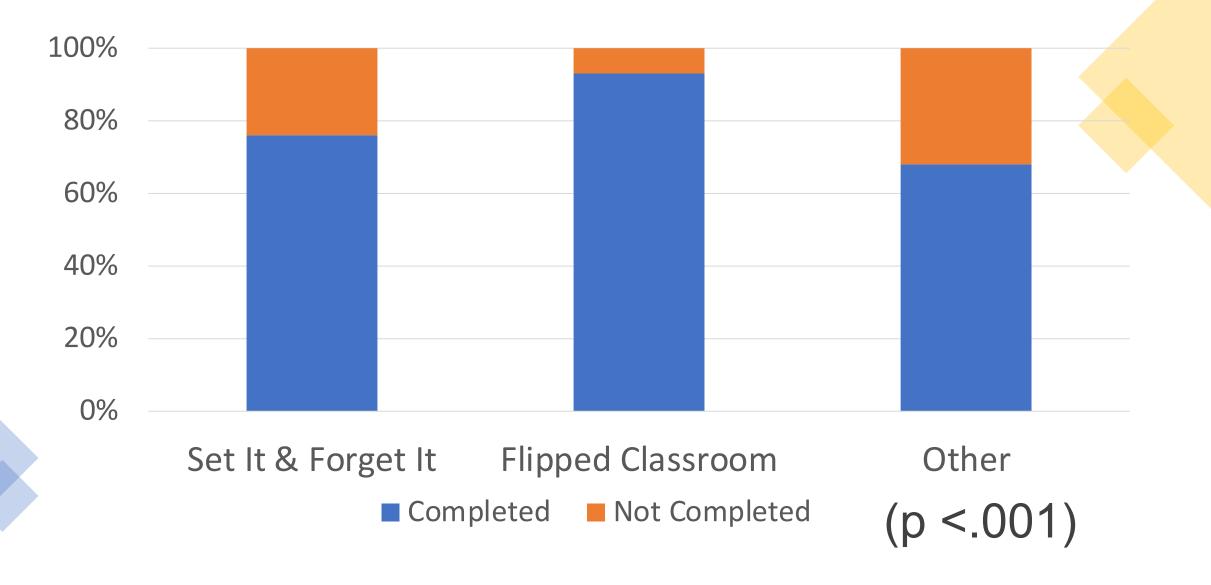
Implementation Approach

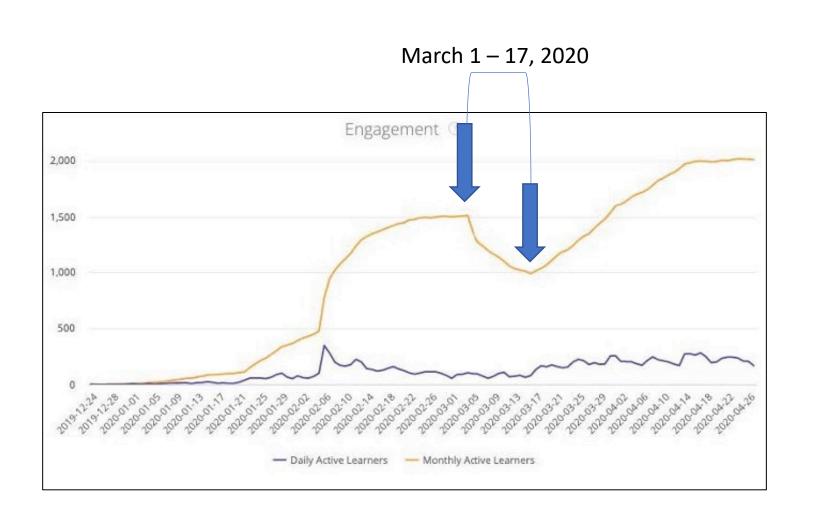


Course Initiation by Implementation Model



Course Completion by Implementation Model





Impact of COVID-19



Adaptability of Online Platforms



Conclusions

- 1. High interest to integrate SUD education
- 2. Online platforms engage learners
- 3. Implementation approaches affect engagement





If interested in Phase 2, contact: <u>Belinda.Platt@yale.edu</u> or go to: <u>https://sud-</u> <u>training.org</u>









THANK YOU!

