

# Integrating Harm Reduction Content into an HIV/AIDS Interprofessional Undergraduate Elective at the University of British Columbia

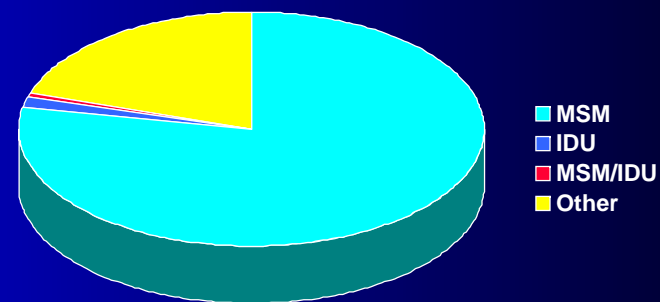
## Canadian Association of Nurses in AIDS Care

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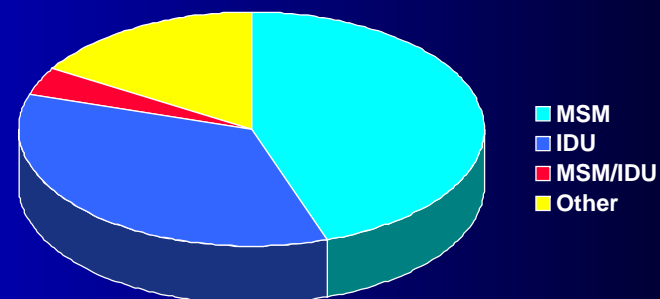


# Heroin & Cocaine + Failed Public Policy

- Housing
  - cuts to social housing programs
  - loss of moderate cost housing
- Health & Social Services
  - cuts to drug & alcohol treatment programs
  - cuts to services to the mentally ill
- Social & Prevention Programs
  - unstable funding
- Synchronous welfare payments
- Prisons
  - failure to implement timely & appropriate prevention & harm reduction programs



1986  
2,609



2006  
12,300

# The Challenge for Educators

- In preparing the next generation of health & human service professionals:
  - What is the content?
  - What is the method?

... while maintaining the integrity of the HIV/AIDS content



# University of British Columbia College of Health Disciplines

The goal of the College is to improve patient outcomes by

- increasing understanding of the role and responsibilities of the other professions
- promoting teamwork and cooperation between the professions

The goal of the Interprofessional elective is to

- prepare students in the health and human service professions to begin practice in the field of HIV/AIDS as members of an interprofessional team



# College of Health Disciplines

## *HIV/AIDS Prevention and Care*

### Students: **6 teams of 5 students**

- 2nd year medicine
- 4th year nursing
- 4th year nutrition
- 4th year pharmacy
- 4th year social work

### Course: 4 weeks (annually in June)

- 12 (8 hour) classroom days
- 6 (8 hour) clinical days



# *HIV/AIDS Prevention and Care* **Organizing Framework**

**Interprofessional (team) theory**

**HIV/AIDS: Corbin & Strauss Chronic Illness Trajectory Model (1992)**

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.



# *HIV/AIDS Prevention and Care*

## Strategies to Integrate Harm Reduction Content

- Problem-based, cross-cultural cases
- Didactic content
- Assigned readings
- Experiential processes
- Clinical experience



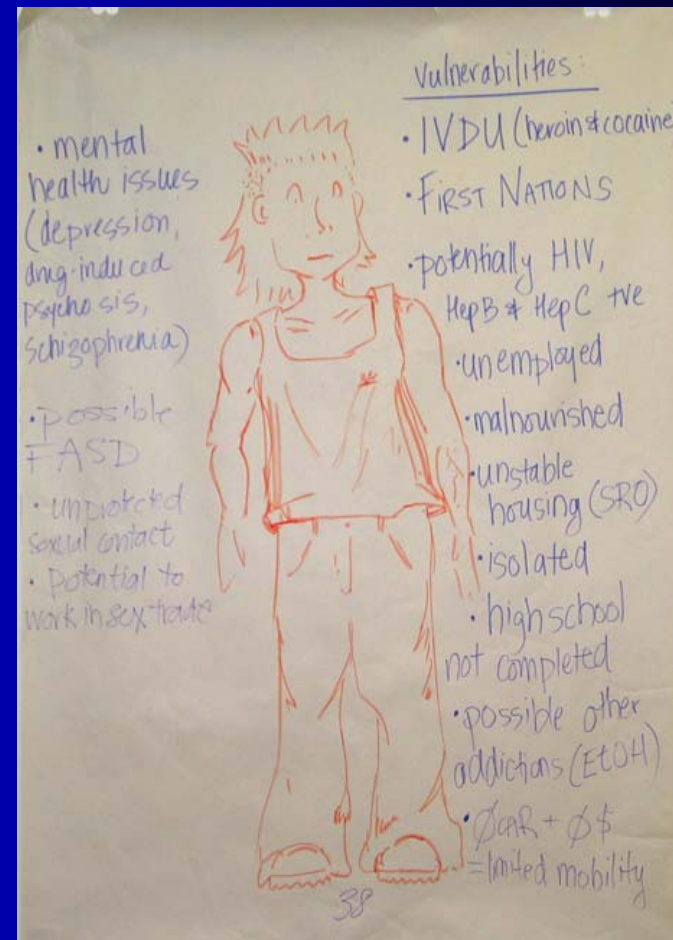
# HIV/AIDS Prevention and Care

## Problem Based Cases:

### Joe E. Day 1- Pre-trajectory Phase

Joe E. is a 38 yr old First Nations man. He has been injecting heroin for 3 years and has recently begun using a combination of cocaine and heroin. Today, he comes to you requesting a letter for his social worker saying he needs a high protein diet. He thinks he has hepatitis B and C.

- Identify Joe's vulnerabilities
- How might he be at risk to contract HIV? What may protect him from seroconverting?



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## Didactic Content (1)

- Pretrajectory
  - Social determinants of health
  - Mental health & vulnerability
  - Street drugs 101
  - The roots of addiction: philosophic exploration
  - Vulnerability in prison
- Trajectory onset
  - Options for and limitations of treatment for substance use
  - Addiction Treatment presentation on publicly funded abstinence based program
  - Lived experience: systemic and individual discrimination
  - Epidemiology of HIV: global, national, local



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## Didactic Content (2)

Focus on HIV treatment:

- treatment implications for those actively using injection drugs are integrated
- Stable phase
  - Co-infection with HCV
- Unstable phase:
  - AIDS defining illnesses
- Downward and dying
  - Care of substance users in the community



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## The Four Pillars:

### Focus on Harm Reduction & Enforcement

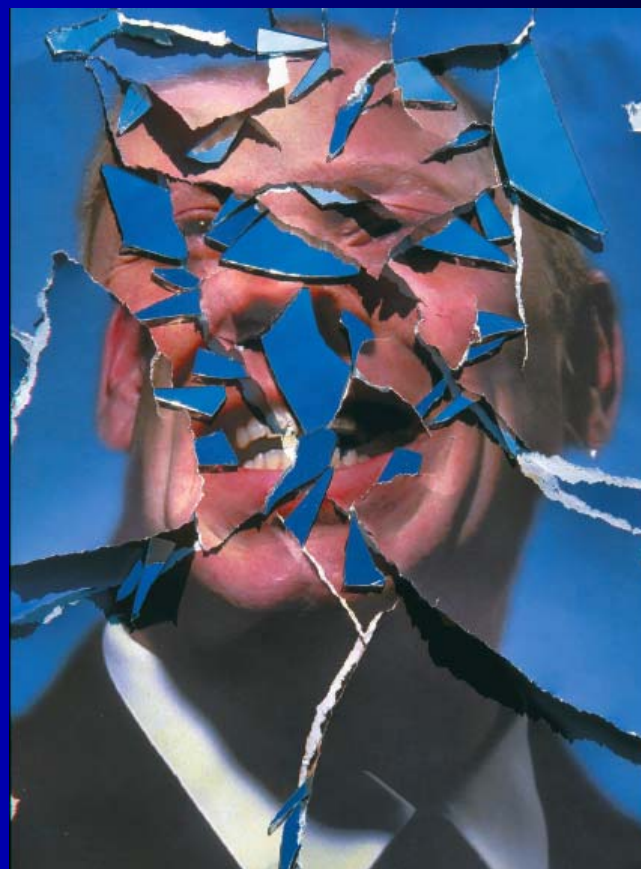
- Visit: *Insite*: supervised consumption site
- View film & debrief: *Fix*: the story of an addicted city
- Lecture: - Summary evaluation findings, *Insite*
- - The role of enforcement: Vancouver Police Department
- - Public policy: Office of the Drug Policy Coordinator



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## Assigned Readings: Across the Trajectory

- Context of prohibition in Canada
- Lived experience of cocaine addiction in Vancouver
- Role of culture in drug use
- Evolution of drug policy in Vancouver
- Palliative care in First Nations users of injection drugs

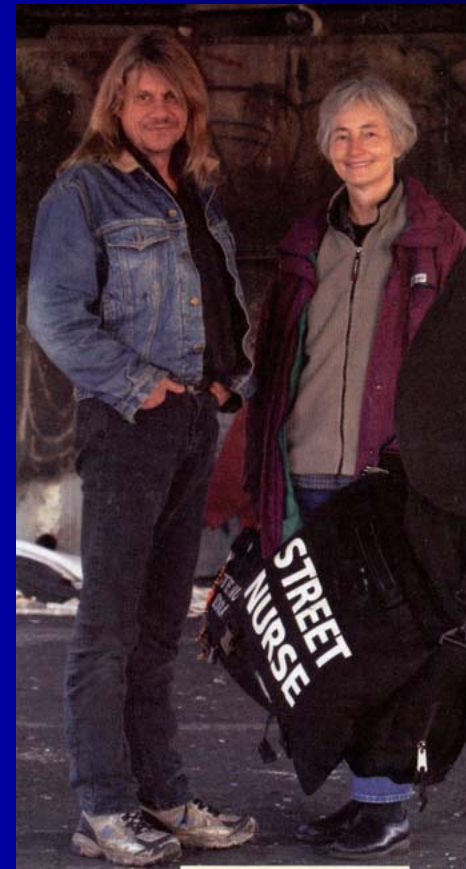


My cracked life: Vancouver  
Magazine, April 2003

# *HIV/AIDS Prevention and Care*

## Clinical Experience

- 1 team experience at HIV outpatient programs
- cross discipline: 3 days  
e.g.: medical student with a street nurse & peer outreach
- discipline specific: 2 days



Earle Crowe & Liz James

Cdn Nurse Feb /03



# **HIV/AIDS Prevention and Care**

## **Supporting Students**

*...I think debriefing is crucial too, there are days I [would] leave here and I would be like—*

*(structured audit, Wyness & O'Brian, 2002)*

Structured support:

- pre-clinical discussion
- post-clinical discussion, classroom (post 1st day)
- journal entries (with individual feedback/support)
- problem based sessions
- faculty discipline specific groups
- faculty one to one



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## Outcomes & Lessons Learned

- Outcomes
  - Supporting students is essential
  - Students are entering HIV/AIDS as a career commitment
- Lessons Learned
  - Systemic post-course follow-up of students needed
  - An interdisciplinary undergraduate elective in addictions content grounded in a harm reduction philosophy is urgently needed

# ***HIV/AIDS Prevention and Care***

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