

Addiction Medicine Learning Need in Primary Care

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Introduction

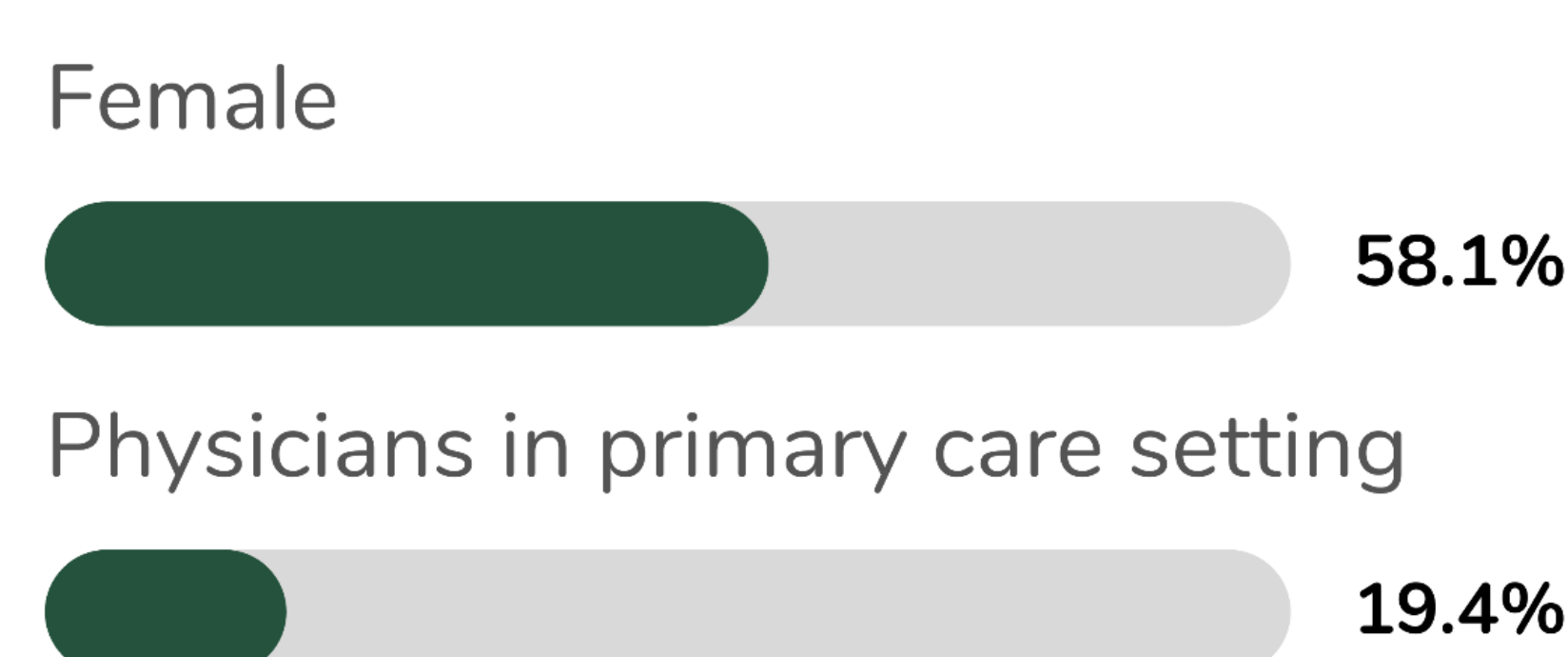
Addiction medicine plays a crucial role in both primary care and advanced hospital settings. The formulation of an effective addiction medicine curriculum requires a thorough evaluation of learning needs. This study aims to explore the learning needs of healthcare physicians in the field of addiction medicine.

Methods

A cross-sectional study was conducted, utilizing a Training Need Assessment Questionnaire distributed to medical professionals through the Line group and email, connecting individuals within medical classes and hospitals. The questionnaire consists of 49 need assessment domains with 5-point Likert scales, 1 (lowest) to 5 (highest). Linear regression analysis was used to analyze the association of learning need and hospital events (primary care and non-primary care) adjusted with gender and working durations.

Results

Out of the 62 physicians surveyed, the majority were female (58.1%), with a mean age of 33.47 ± 5.89 years.



Among primary care physicians compared with higher setting levels, a significantly higher need in...

Communication skills



Assessing and documenting comprehensive information



Twelve physicians (19.4%) were practicing in primary care settings. The study revealed a significantly higher need among primary care physicians for developing communication skills with alcohol/ drug addictions, understanding reasons for seeking treatment, and thoroughly examining patients' current symptoms (coefficient 0.56, p 0.046).

Primary care physicians also emphasized the importance of assessing and documenting comprehensive information, including physical, psychoanalytic, social psychology, emotional, leisure activities, dietary,

educational, occupational, and legal aspects (coefficient 0.54, p 0.031). This comprehensive approach is crucial for accurate diagnoses and the formulation of effective treatment plans.

Conclusion

The study highlights a notable learning need in primary care setting, specifically focusing on the development of communication skills and patient assessment methods. It is imperative for medical curriculum development to integrate these aspects, ensuring that healthcare professionals are equipped to address the unique challenges posed by the addicted population and enhance overall healthcare delivery.

All authors have declared no conflict of interest.

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