



Substance Use Health: Opioids – Facilitator Guide for Educators

Introduction

This presentation provides students with an introduction to opioids for the 2022-2023 school year. This is an interactive presentation for students in grades 9-12 that covers multiple areas related to opioids including fentanyl, the effects on the body including signs & symptoms of an overdose, what to do in case of an opioid overdose, including naloxone information and access. Reducing harm, stigma, and recovery are also discussed.

Learning Objectives

By the end of this presentation students will be able to better understand:

- The definition of an opioid
- Fentanyl, and the associated risks
- Long term effects of opioid use
- Physical dependence
- Addiction
- Substance use disorder (SUD)
- Recognize the signs and symptoms of an opioid overdose
- The good Samaritan drug overdose act
- Naloxone
 - What it is
 - How it works
 - Recovery position
- Myths related to an overdose response
- Reducing harm
- How to talk about stigma and stigma prevention
- Recovery



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- Coping with stress and emotional pain

Purpose

Improving and protecting the health and well-being of school-aged children and youth is a priority for Ontario's public health sector. Childhood is a time when health practices and behaviours are learned, and adolescence is a period when both positive health behaviours and risk behaviours can be adopted. Because curriculum for the school year may be delivered at various times by different educators, this guide allows the educator to deliver self-paced content related to various substance use health topics in the classroom at your convenience. Depending on the level of discussion, student engagement, and the preferences of the educator, the length of this presentation can vary from approximately 30-60 minutes. Please familiarize yourself with the content to ensure you have sufficient time within your classroom hours.

About this guide

This guide is developed for educators who choose to deliver the Substance Use Health presentations developed by Ottawa Public Health (OPH) for the 2022-2023 school year. As content is updated annually and/or when new evidence emerges, we encourage educators to reach out to your school's Public Health Nurse, or the School Health Team at 613-580-2424, extension 24242 or by email at healthy.schools@ottawa.ca, to access the most current presentation and accompanying notes.

1. How many topics are available?

Topic based presentations and the accompanying notes are available for various substance use health related subject areas. These include the following subjects listed below:

- Tobacco, Vaping and Lung Health (Grade 4)
- Alcohol (Grade 5)
- Cannabis (Grade 6)
- Vaping (Grade 9-12)



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- Opioids (Grade 9-12)

Please note that the Spectrum of Substance Use Health (Grade 9-12) is also available for grades 9-12, however this **activity is delivered by the Public Health Nurse affiliated with your school.**

2. Why is stigma addressed in each presentation?

Stigma is a set of negative beliefs and prejudices about a group of people, as well as negative behaviors towards groups of people. Many people face stigma because of their race, religion, gender, sexuality, economic situation, and a variety of other things. Stigma contributes towards hindering people from seeking help and often isolates them from their support systems. By addressing stigma related to substance use health, participants will have an increased understanding that addictions and substance use disorders are like any other medical condition and not a moral failing, and certainly not a choice. By correcting myths, rumours and stereotypes we can contribute towards promoting evidence-based information.

3. How do the presentations align with the curriculum?

As per the [Ontario Public Health Standards: Requirements for Programs, Services and Accountability](#), and the [Ontario School Health Guideline](#), Ottawa Public Health's (OPH) role is to achieve optimal health of school-aged children and youth through partnership and collaboration with schools and school boards. As stated within the school health standards, OPH is required to assist with the implementation of health-related curricula and health needs in schools, based on needs and considerations which include, but are not limited to; mental health promotion and substance use health and harm reduction (substances include tobacco, e-cigarettes, alcohol, cannabis, opioids, illegal, other substances and emerging products). OPH continues to work with the 4 local school boards to ensure curriculum policy is adhered to.

Preparation and Materials

Please familiarize yourself with the slides and script, as well as reviewing the preparation checklist and practicing timing.



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- Familiarize yourself with the discussion material
- Book the technology or space you will use
- If you are going to be showing the PowerPoint presentation on a screen, make sure you have:
 - An LCD projector
- If you will be facilitating without equipment, make sure you have:
 - Your facilitator's guide
 - Copies of other resources you wish to use
- Prepare back-up resources (e.g., Internet access, extra handouts, plan if equipment fails) as required
- Position the seats, equipment, and visual aids to enhance discussions and reduce distractions

Additional Resources

For more information on opioids, and available substance use health services and resources please visit the following:

- [Opioids —The Link](#)
- [Ottawa Public Health – Stop Overdose Ottawa](#)
- [Naloxone & where to get a kit](#)
- [5 steps to respond to an overdose poster](#)
- [“Got questions about drugs?” poster](#)
- [“Anything can be cut with Fentanyl or Carfentanil” postcard](#)
- [“Anything can be cut with Fentanyl or Carfentanil” poster](#)
- [“Opioid Overdose Signs and Symptoms” poster](#)
- [Substance Use Health Services and Resources](#)
- [Tips for Talking About Substance Use](#)
- [People-First Language: Substance Use Disorder and Stigma](#)





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Considerations

Becoming informed and comfortable about a topic prior to discussing it will help in creating a productive conversation. Some content in this course will include topics that some students may find difficult to absorb, below you will find some safety considerations to support your classroom:

- Be sensitive to student backgrounds and experiences
 - Do everything you can to become aware of experiences in your students' lives that may make certain discussions uncomfortable for them. Please consider letting them know ahead of time that the class will be discussing that topic and offer an alternative activity if needed.
- Watch for signs of discomfort
 - Closely watch your students' faces and body language. Let students know prior to the presentation that if they need to leave the classroom they can (ensure they are safe) and be sure to follow up with them (and their parents/caregivers) later.
- Allow ample time for discussion
 - Allow yourself enough time to introduce the topic, discuss as a group, answer questions, and summarize.

Contact Us

If you have any questions, comments, or concerns related to this presentation, please contact your school's Public Health Nurse, or the School Health Team at 613-580-2424, extension 24242 or by email at healthy.schools@ottawa.ca.

Facilitator Notes and Slides

The Course Presentation section which the facilitator follows provides the slides from the PowerPoint presentation as well as the suggested script. Use these materials as you prepare for your session. The slides themselves also contain the script in the Notes Page view.



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Course Presentation

<p>Slide 1</p> <p>Ottawa Public Health Updated: May 2022</p> <p>Ottawa Public Health.ca 613-580-6744 Santé Publique Ottawa.ca TTY/ATS : 613-580-9656</p>	<p>Hand out presentation if facilitating without equipment.</p> <p>Introduce yourself and the topic being discussed.</p> <p>In this presentation, you will learn about opioids and its use, including fentanyl, the effects on the body including overdose signs & symptoms, and what to do in case of an opioid overdose, such as naloxone information and access.</p>
<p>Slide 2</p> <p>Land Acknowledgment</p> <p>Ottawa is built on unceded Algonquin Anishinaabe territory.</p> <p>The people of the Algonquin Anishinaabe Nation have lived on this territory for millennia. Their culture and presence have nurtured and continue to nurture this place.</p> <p>We honour the people and land of the Algonquin Anishinaabe Nation as well as all Indigenous, Inuit and Métis peoples, their elders, their ancestors and their valuable past and present contributions to this land.</p> <p><small>© Mail: healthy-schools@ottawa.ca</small></p>	<p><u>Land acknowledgement</u></p> <p>Ottawa is built on unceded Algonquin Anishinaabe territory.</p> <p>The people of the Algonquin Anishinaabe Nation have lived on this territory for millennia. Their culture and presence have nurtured and continue to nurture this place.</p> <p>We honour the people and land of the Algonquin Anishinaabe Nation as well as all Indigenous, Inuit and Métis peoples, their elders, their ancestors and their valuable past and present contributions to this land.</p>



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Slide 3

- Speaking about overdose may trigger some strong feelings for those of us here.
- Support is available at school, speak with your teacher or guidance for resources.
- If you prefer to talk to someone outside of school:
 - Kids Help Phone 1-800-668-6868
 - Youth Services Bureau
 - 24/7 Crisis Line: 613-260-2360
 - Online Chat: chat.ysb.ca

School Health Intake Line: 613-680-6744, ext. 24242

E-Mail: healthy.schools@ottawa.ca

- **Speaking about overdose may trigger some strong feelings for those of us here.**
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 - Kids Help Phone 1-800-668-6868
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 - Online Chat: chat.ysb.ca

You are not alone, if you need to talk, speak to a trusted adult (ex: parent, teacher, neighbour, family doctor or NP, principal, family friend, coach, group leader).

Slide 4

What is an opioid?



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What is an Opioid?

Opioids are a family of drugs that have morphine-like effects. Opioids are mostly prescribed to treat pain. Other medical uses include control of coughs and diarrhea, and the treatment of addiction to other opioids. Opioids can cause feelings of euphoria (feeling high) and relaxation which is why some people start using them when they don't need them for medical reasons.

Examples of opioids include:

- heroin
- morphine
- fentanyl
- codeine
- Oxycodone
- Hydromorphone

People can make or get opioids illegally

<https://www.canada.ca/en/health-canada/services/opioids.html>



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<p>Slide 5</p> <p>True or false: it is illegal to have OPIOID medication unless you have a prescription from a health care professional.</p> <p>A. True B. False</p> <hr/> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Question 1: True or False</u></p> <p>TRUE. Because of their psychoactive properties (properties that affect the mind) and because some people may use them for non-medical reasons, opioid medications are managed in Canada under the Controlled Drugs and Substances Act (CDSA). Under the CDSA, it is illegal to:</p> <ul style="list-style-type: none"> • have opioid medications unless you are a patient with a prescription from a licensed health care professional; • sell or give away your prescription opioid medication to someone else; • "double doctor," i.e., look for a prescription for an opioid medication from more than one doctor in a short period of time without the doctor knowing that you have already gotten a prescription from another doctor. <p>http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/med/ana-opioid-med-eng.php</p>
<p>Slide 6</p> <p>What are possible long-term effects of taking opioids?</p> <p>A. Constipation B. Decreased interest in sex C. Liver damage D. Substance use disorder or dependence E. Mood swings F. All of the above</p> <hr/> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Question 2: What are the long-term effects of taking opioids?</u></p> <p>All of the above.</p> <p>Substance use disorder can have long-term social, financial and emotional effects. We will talk about addiction, substance use disorder and dependence later in the presentation</p> <p>https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/prescription-opioids https://www.canada.ca/en/health-canada/services/opioids.html</p>



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Slide 7

What is Fentanyl?



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What is fentanyl?

Fentanyl is an opioid. It is usually prescribed as a patch for managing chronic (long-term) pain or used in hospitals during surgery. It is around 50 to 100 times more toxic than morphine. This makes the risk of overdose much higher.

There are also different Fentanyl's being made illegally and sold. **Illicit fentanyl** is often made as a powder and mixed with other substances (like heroin, cocaine or crack). It is also being pressed into pills and sold as 'oxycodone' (oxycontin, oxys, eighties or Percocet) or other pills including speed and ecstasy/MDMA. It may be in substances that are in powder, liquid or pill form.

Source: StopOverdoseOttawa.ca

Slide 8

What's the risk with fentanyl?


Illicit fentanyl is much more toxic than other opioids from a pharmacy. There is no way to know if fentanyl is in other substances (drugs). You can't see it, smell it or taste it. Any substance can be cut (mixed) with fentanyl. Even a very small amount can cause an overdose. When fentanyl is mixed with other opioids, alcohol, benzodiazepines, or stimulants like cocaine, it increases the risk of overdose.

When someone is getting substances from anywhere other than a pharmacy or medical professional, like from a friend, ordering online, or a dealer, there is no way to be sure exactly what is in them or how toxic they may be.

Carfentanil



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	<p>Carfentanil is an opioid that is used by veterinarians for very large animals like elephants. It is not for human use. It is approximately 100 times more toxic than fentanyl and 10,000 times more toxic than morphine. This means carfentanil can be deadly in very small amounts (as much as a grain of salt).</p> <p>Carfentanil has been found here in Ontario. It is being cut in to other illicit (illegal) substances like heroin and fake pills made to look like prescription opioids (including green pills stamped 'CDN' on one side and '80' on the other). There is no easy way to know if carfentanil is in other substances, you can't see it, smell it or taste it. It is extremely toxic and a very small amount can cause an overdose or even death.</p> <p>Source: StopOverdoseOttawa.ca</p>
<p>Slide 9</p> <p>Can you tell the difference?</p> 	<p><u><i>Can you tell the difference?</i></u></p> <p>What's the risk with fake pills?</p> <p>Fake pills also known as counterfeit pills can be made to look almost identical to prescription opioids (i.e. Oxycontin, Percocet) and other medications. Getting substances from a non-medical source such as a friend, ordering online, or a dealer, there is no way to know what is actually in them or how toxic they may be.</p> <p>Source: StopOverdoseOttawa.ca</p>



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Slide 10

Lean

- Also known as 'Purple Drank', 'Sizzurp', 'Liquid Heroin', 'Texas T' and 'Dirty Sprite'
- Made with Codeine cough syrup, soda, and hard candy.
- Perceived as safe, because people don't realize it is an opioid.
- More dangerous when combined with alcohol, and other depressants.



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Slide 11

What is physical dependence?

- Physical (body) response to opioids, when someone has been taking opioids for some time, the body gets used to regular amounts.
- The person may need more of the opioid to get the same effect.
- Possible symptoms when someone stops taking opioids or lowers the amount they take quickly (withdrawal): feel irritable, chills, nervousness, diarrhea, upset stomach and stomach pain, sweating, trouble sleeping, increase in pain, and body aches.

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Source: <https://www.canada.ca/en/health-canada/services/opioids.html>



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Slide 12

Addiction

- Medical condition
- Anyone can develop an addiction
- Changes how the brain works
- Behaviors (i.e. gambling, gaming)
- The 4 C's:
 - use becomes **Compulsive** (uncontrollable urge)
 - continues even with harmful **Consequences**
 - have **Cravings** (strong need for substance)
 - Feeling a loss of **Control**

Addictions are not a choice and does not mean someone is bad or weak

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Addiction

- Addiction refers to a complex medical condition that changes how the brain works [affecting a person's reward, motivation (when we want to do something), stress, and executive function systems (allow us to plan, pay attention, remember instructions, and keep track of what we are doing)].
- Addictions can be related to some behaviors like gambling, gaming, and working out too much. People who smoke cigarettes often say there are certain routines in their day that make them want a cigarette, for example, talking on the phone with a friend. They also feel less stress when they have a cigarette in their hand and through hand to mouth gestures.
- Addictions are defined by the 4 "C"s:
 - use becomes **Compulsive** (uncontrollable urge)
 - continues even with harmful **Consequences**
 - have **Cravings** (strong need for substance)
 - Feeling a loss of **Control**
- **Substance Use Disorder** is more than just the 4 C's. The signs and symptoms that would lead to a diagnosis of SUD will be discussed after addiction.
- Even though there is a difference between Addictions and Substance Use Disorders, they are closely related
- The 4 C's that make up Addiction are a good tool for reflection for someone questioning their relationship with substances.
- **Anyone can develop an addiction or a SUD.** We all grew up in different environments, with different relationships, been through different life events and have different risk factors, all of which can affect our brain.
- It is a sign of strength to reach out for help and people are not alone, there are supports that can help.
- We discuss resources at the end of the presentation.




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<p>Slide 13</p> <p style="text-align: center;">Behaviours</p> <p>Addictions can develop to behaviors and processes:</p> <ul style="list-style-type: none"> • Substance Use (behavioral addiction + physical tolerance) • Gambling • Gaming* • Technology* • Exercise* • Sexual activity * • Excessive working* <p><i>*not listed in DSM-5</i></p> <hr/> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Behaviours</u></p> <ul style="list-style-type: none"> • Another difference between Addictions and SUDs is that Addictions can be linked to certain behaviours, while SUDs are very specific to substances • As of right now, Gambling is the only behavioral addictive disorder listed in the DSM-5 • But evidence is coming out on other behaviors that can also be addictive, such as gaming, exercise, sexual activity and excessive working. Meaning our brain can be affected in a way that makes these activities addictive. • The use of substances IS a behavior. Anyone who smokes cigarettes can tell you there are specific things they do that make them reach for a cigarette. You can see how the behavioral part of substance use paired with the physical tolerance to substances make it a complex medical condition. 																
<p>Slide 14</p> <p style="text-align: center;">Substance Use Disorder (SUD)</p> <ul style="list-style-type: none"> ■ Diagnosed Medical Condition ■ Pattern of use, over a period of time (12 months) ■ A lot of distress and impairment ■ 11 signs & symptoms <table border="1" data-bbox="220 1040 590 1175"> <tr> <th style="background-color: #e0f2f1;">Impaired Control</th> <th style="background-color: #e0f2f1;">Social Impairment</th> </tr> <tr> <td>1. Use more than planned</td> <td>7. Cannot keep important promises/commitments</td> </tr> <tr> <td>2. Want to cut down</td> <td>8. Use even though it can cause problems</td> </tr> <tr> <td>3. Time spent using substances</td> <td>9. Reduce or stop important activities</td> </tr> <tr> <td>4. Cravings</td> <th style="background-color: #e0f2f1;">Risky Use</th> </tr> <tr> <th style="background-color: #e0f2f1;">Risky Use</th> <th style="background-color: #e0f2f1;">Physiological Criteria</th> </tr> <tr> <td>5. Use in unsafe situations</td> <td>10. Tolerance</td> </tr> <tr> <td>6. Use even though there can be negative effects</td> <td>11. Withdrawal</td> </tr> </table> <hr/> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	Impaired Control	Social Impairment	1. Use more than planned	7. Cannot keep important promises/commitments	2. Want to cut down	8. Use even though it can cause problems	3. Time spent using substances	9. Reduce or stop important activities	4. Cravings	Risky Use	Risky Use	Physiological Criteria	5. Use in unsafe situations	10. Tolerance	6. Use even though there can be negative effects	11. Withdrawal	<p><u>Substance Use Disorder (SUD)</u></p> <ul style="list-style-type: none"> • A Substance Use Disorder is a diagnosed medical condition described in the DSM-5 (The Diagnostic and Statistical Manual of Mental Disorders – the main manual for psychiatric diagnoses). • The diagnosis is based on 11 signs and symptoms. • Which show a pattern of use, over a period of time (12 months), and causes a lot of distress and impairment. • Can be classified as mild, moderate or severe • The difference between a substance use disorder and having problems happen with substance use is that when someone has a Substance Use Disorder the issues that happen because they are using a substance no longer change a person's pattern of use. Both can happen at the same time but are different. i.e., they are not the same thing, but problems that happen with substance use are within the context of SUD.
Impaired Control	Social Impairment																
1. Use more than planned	7. Cannot keep important promises/commitments																
2. Want to cut down	8. Use even though it can cause problems																
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<p>Slide 15</p> <p>Substance Use Disorder (SUD)</p>  <p><i>Substance Use Disorders are not a choice and does not make someone a bad person.</i></p> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u><i>Substance Use Disorder (SUD)</i></u></p> <ul style="list-style-type: none"> • Substance Use Disorders are treatable medical conditions, not a choice; being diagnosed with a SUD does not make someone a bad person. • Like for other medical conditions, there are many health and social factors that lead to someone being diagnosed with a substance use disorder • A lot of research has come out in the last several years - and continues to come out - showing that a person's genetics, biology, environment and early life experiences effect the way a person's brain responds to substances and can lead to the diagnosis of a substance use disorder. • It is important to know this and to treat substance use as we would any other health or medical condition <p>Reference: FrameWorks Reserch Report: https://www.frameworksinstitute.org/wp-content/uploads/2020/03/addiction_messagememo.pdf</p>
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Slide 16

What is a risk of taking an opioid that increases even more when taken with other depressants like alcohol?

- A. Heart attack
- B. Breathing can stop**
- C. Seizure
- D. Stroke
- E. Muscle spasms



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Question 3: What is a risk of taking an opioid that increases even more when taken with other depressants like alcohol?

Breathing can stop.

Opioids are *depressants*, which means that they slow down the part of the brain that controls breathing. Opioids can be dangerous when taken in large amounts or when taken with other depressants, such as alcohol or benzodiazepines. Death can happen, usually because breathing stops. If caught in time, overdose can be treated with drugs such as naloxone, which temporarily blocks the effects of opioids, including the effect on breathing. An overdose is a medical emergency, 911 needs to be called even when naloxone is given.

<https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/prescription-opioids>

Slide 17



School Health Intake Line

Ottawa Public Health /
Santé Publique Ottawa.ca

613-580-6744
TTY/ATS: 613-580-9656

www.ottawa.ca
[/Ottawa Health](https://www.facebook.com/OttawaHealth)
[/Ottawa Sante](https://www.facebook.com/OttawaSante)
healthy.schools@ottawa.ca

Opioid overdose signs and symptoms

An Overdose is when a person uses more of a substances, or a combination of substances than the body can handle. The brain is no longer able to control basic life functions. An overdose may look different from one person to the next and depending on the substances someone used.

An overdose is a medical emergency and the first step is always to call 911.


Signs & symptoms of Opioid overdose include:

- Breathing is very slow, or irregular, or they may not be breathing at all
- Fingernails and/or lips are blue/purple
- Body is limp
- Deep snoring or gurgling sounds
- Loss of consciousness/passed out (can't wake the person up)
- Unresponsive (not answering when you talk to them or shake them)





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	<ul style="list-style-type: none"> • Pinpoint (tiny) pupils • Vomiting <p>Source: StopOverdoseOttawa.ca</p>
<p>Slide 18</p> <p style="text-align: center;">Overdose</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>Medical Emergency</p> </div>  </div> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Overdose</u></p> <ul style="list-style-type: none"> • An overdose is a medical emergency. • Seeing someone go through an overdose can be a scary. It is important to call 911 if you or someone you know is going through an overdose after using substances (drugs). The first responders are there to help. <p>The <u>Good Samaritan Drug Overdose Act</u> protects you, the person who is overdosing, and anyone at the scene from being charged with:</p> <ul style="list-style-type: none"> • Simple possession of illegal substances • Breaches in pre-trial release, probation orders, conditional sentences, or parole related to simple possession <p>The Good Samaritan Drug Overdose Act does not provide protection against charges for:</p> <ul style="list-style-type: none"> • Selling illegal substances • Outstanding arrest warrants • Offences other than simple possession of illegal substances • Violating conditions of pre-trial release, probation orders, conditional sentences, or parole for an offence that is not simple possession • Source: the LINK



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Slide 19



Naloxone

- Recognizing the signs of an overdose, calling 911 and having a naloxone kit can save a life
- Naloxone is available for **free**
- Naloxone kits and training on how to use the kit are available at most pharmacies.
 - Virtual training and kit available from: naloxonecare.com
- Cost paid by OHIP (bring OHIP card)
- **Can get a kit even if don't have OHIP card**
- More information on where to get free naloxone kits on Ottawa Public Health website:

[Preventing and Responding to an Overdose and Naloxone - Ottawa Public Health](#)

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Naloxone

How does Naloxone work?

In an opioid overdose a person's breathing slows down or stops. Naloxone blocks the effect of opioids on the brain. It temporarily reverses these effects on a person's breathing. Giving naloxone can prevent death or brain damage from lack of oxygen.

Naloxone will only work on opioid-related overdoses. It is important to remember that a lot of other drugs are being cut with fentanyl. If the person has used any drugs and is showing signs of an opioid overdose call 911 and give naloxone.

What is Naloxone:

- A medication that temporarily binds to opioid receptor sites and reverses the effects of an opioid overdose
- It does not eliminate the opioid itself from the body
- It will have no effect on an overdose from any other substance. It **WON'T** cause any harm if given to someone who does not have opioids in their body.
- Since anything could have fentanyl or carfentanil if you suspect an overdose.... **give naloxone.**

How quickly does it work / how long last:

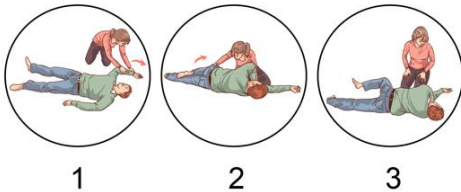
- It starts working within 2-3 minutes and the effects can last up to 2 hours
- If the person does not respond within 3 minutes of receiving naloxone, another dose can be given
- The effects of Naloxone will wear off, and a person can return to an overdose state quite quickly.....always call 911 during an overdose, even if naloxone is given



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Recovery Position



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Recovery Position

If the person is breathing on their own while waiting for paramedics or if you have to leave the person at any time put them in the recovery position. The recovery position helps keep a person's airway open so they can breathe and can prevent them from choking on vomit or spit.

1. Extend the person's closest arm above their head
2. Position their other arm across their chest and bend their furthest leg at the knee. Roll the person towards you and place them on their side
3. The person lays on their side with their head stabilized on their extended arm. Top knee is bent and stabilized

Slide 21

Overdose Response MYTHS

DO NOT	WHY NOT?
Put the person in a bath or cold water	Could drown or put person in shock
Make the person vomit	Could choke
Inject them with anything (i.e., salt water, other drugs, milk, etc.) other than naloxone	Will not help and could cause serious harm
Slap or shake the person too hard. Or attempt to wake someone by kicking, burning, or any other way that could cause harm	Could cause injury
Let them sleep it off	Could stop breathing and die

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Overdose Response Myths

Stress that in an overdose situation you need to CALL 911



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<p>Slide 22</p> <p>Reducing Harm</p> <ul style="list-style-type: none"> • Reduces harm, stigma, and increases safety – give information about risks so people can stay safe • Everyone tries new things and sometimes the things we try have risks. • What are some examples of reducing harm in our everyday lives? • People try and use substances for many different reasons. Not the same for everyone. <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Reducing Harm</u></p> <p>What are some examples of reducing harm in our everyday lives?</p> <p>Reduces harm, stigma, and increases safety – give information about risks so people can stay safe</p> <p>Everyone tries new things and sometimes the things we try have risks.</p> <p>What are some examples of reducing harm in our everyday lives?</p> <ul style="list-style-type: none"> • Some examples of reducing harm in our everyday lives: wearing a seatbelt, wearing a helmet while riding a bike. Wearing protective gear when playing sports, ex. shin guards when playing soccer. <p>People try and use substances for many different reasons. Not the same for everyone.</p>
<p>Slide 23</p> <p>Reducing Harm</p> <ul style="list-style-type: none"> ■ Don't use alone ■ Know your tolerance ■ Don't mix drugs with other drugs or alcohol ■ Carry Naloxone ■ Be aware - anything can be cut (mixed) with fentanyl or <u>carfentanil</u> <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Reducing Harm</u></p> <p>Don't use alone If you overdose when you are alone, there will be no one there to help you. Visit a Supervised Consumption Service or have a friend or family member with you when you use.</p> <p>Know your tolerance Tolerance is the body's ability to handle the effects of a substance being used. Tolerance will change depending on many factors (i.e. weight, illness, stress, etc.). Tolerance can decrease when someone has taken a break from using.</p> <p>Don't mix drugs with other drugs or alcohol</p>



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	<p>Using different substances together can increase impairment. This increases your chance of overdoses, accidents, and injuries.</p> <p>Carry naloxone Naloxone is a medication that can temporarily reverse the effects of an opioid overdose. Free naloxone kits are available through the Ontario Naloxone Pharmacy Program. (Already talked about)</p> <p>Be aware Anything can be cut (mixed) with fentanyl or carfentanil. You cannot see it, taste it, or smell it. Even the smallest amount of fentanyl or carfentanil (i.e. the size of a few grains of salt) can cause an opioid overdose. Do tests to check the strength of what you are using.</p> <p>Source: The LINK</p>
<p>Slide 24</p> <p style="text-align: center;">Stigma</p> <ul style="list-style-type: none"> • To have negative feelings (prejudice) and negative behaviors (discrimination) toward people, includes having fixed ideas and judgements about people or groups of people. • People can experience stigma for a variety of reasons: race, sexuality, gender identity, age, illness. <p><small>School Health Intake Line: 613-580-6744, ext. 2422 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Stigma</u></p> <ul style="list-style-type: none"> • To have negative feelings (prejudice) and negative behaviors (discrimination) toward people, includes having fixed ideas and judgements about people or groups of people. • People can experience stigma for a variety of reasons: race, sexuality, gender identity, age, illness. <p>An example of Stigma- we may think that people with mental health or substance use health challenges are different or not like us; or that they caused their own problems; or that they can simply get over their problems if they want to.</p>



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<p>Slide 25</p> <p>Why Do We Talk about Stigma?</p> <ul style="list-style-type: none"> • Stigma can make people living with an addiction hide their symptoms and stop them from getting help, this can lead to poorer health. • All of us have biases (a person prefers an idea and possibly does not give equal chance to a different idea) or prejudices we need to pay attention to and work to overcome. <p><small>School Health Intake Line: 613-580-6744, ext. 34242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Why do we talk about stigma?</u></p> <p>Stigma can make people living with an addiction hide their symptoms and stop them from getting help, this can lead to poorer health.</p> <p>All of us have biases (a person prefers an idea and possibly does not give equal chance to a different idea) or prejudices we need to pay attention to and work to overcome.</p> <p>Stigma is one of the biggest reasons people who are living with an addiction don't get help or health care... OR don't tell people in their life, that they are closest to about the addiction. And this takes away support that is needed to get help and stay well. And we know that the sooner someone gets help, the better.</p>
<p>Slide 26</p> <p>Preventing Stigma</p> <ul style="list-style-type: none"> • Say positive things – provides hope • Correct myths, rumours and stereotypes • Avoid use of language like "addict" or "drug abuse" that blames, shames or isolates individuals due to health conditions. • Use "person first" language - a person living with an addiction vs. addict. • Explore your own feelings - biases • Having compassion and empathy <p><small>School Health Intake Line: 613-580-6744, ext. 34242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Preventing Stigma</u></p> <ul style="list-style-type: none"> • We see that stigma can be a serious problem for many reasons. What can we do about this? • There are many things we can all do: <ul style="list-style-type: none"> ○ Say positive things about the situation - helps provide hope to people ○ By correcting myths, rumours and stereotypes we can make sure that people have the correct information and are not causing panic and fear as well as creating more stigma. ○ Make sure that we do not use language that blames anyone for getting sick or having an illness. ○ Using person first language that recognizes someone as a person before describing personal characteristics or health conditions. Example: We wouldn't say "They're a cancer." We'd say "They have cancer." Same for an addiction, instead of referring to someone as an addict or an alcoholic, say a person living



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	<p>with an addiction or challenges with alcohol. The important thing to remember is we want people to feel they deserve and can get help if needed, using person first language can help people feel that way.</p> <ul style="list-style-type: none"> ○ This respects people's worth and dignity. It focuses on medical terms, it encourages them to get help and avoids supporting negative stereotypes. ○ Explore your own feelings about a topic: Do you have some biases (a person prefers an idea and possibly does not give equal chance to a different idea) that you developed in your family, perhaps from your parents or friends. ○ Having compassion (feeling kindness and care for another person) and empathy (understanding what another person is going through, putting yourself in their situation to see how that might feel).
<p>Slide 27</p> <p style="text-align: center;">Recovery</p> <ul style="list-style-type: none"> • We can't make someone stop using opioids, addiction is a medical condition and like other medical conditions a person may need help with their recovery. • Treatment does work and recovery is possible. • "Recovery" does not mean that someone is "cured" (which makes it sound like they are no longer living with the condition). Being in recovery is a lifelong journey/daily decision. <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Recovery</u></p> <ul style="list-style-type: none"> • We can't make someone stop using opioids, addiction is a medical condition and like other medical conditions a person may need help with their recovery. • Treatment does work and recovery is possible. • "Recovery" does not mean that someone is "cured" (which makes it sound like they are no longer living with the condition). Being in recovery is a lifelong journey/daily decision. • Treatment for addiction can work as well as treatments for other chronic medical conditions. • Recovery is about a person feeling stronger and confident in a way that allows them to live their life in a meaningful way, regardless of illness or medical condition



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3. Use stick man analogy on the board to better illustrate physical pain vs emotional pain....

Physical Pain vs Emotional Pain ****

Ask the group to give you some examples of causes of physical pain.

- How long would it take for you to tell someone you were sick or in pain and needed help?
- Would you be embarrassed to tell someone?
- Where would you go for help?

Now ask students what causes stress or emotional pain.

- How long would it take for you to tell someone you were hurting or struggling and needed help?
- Would you be embarrassed to tell someone about a emotional pain or heart ache? Why?
- Where would you go for help?

Note the difference in responses for physical pain and emotional pain (heart ache).

Suggest that things would be much easier for us if we thought about our heart aches the way we think about physical pain or illness (example: not being embarrassed to talk about it, getting help).



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Coping with Stress and Emotional Pain

😊 Positive 😊	😐 Neutral 😐	😞 Negative 😞
Talk to a friend or a parent	Walk away from the situation	Break something
Exercise/Sports	Watch TV	Yell at someone
Keep a journal	Use humour	Use alcohol or drugs
Meditate		

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Coping with stress and emotional pain

Ask students how they cope with stress or emotional pain.

Emphasize the need to:

- Identify the problem. Is your job, school, a relationship with someone, or worries about money causing stress?
- Solve problems as they come up. What can you do, and what are the possible outcomes?
- Talk about your problems. You may find it helpful to talk about your stress. Loved ones may not realize that you're having a hard time. Once they understand, they may be able to help different ways.

Positive coping strategies:

- Helps to restore emotional balance and/or feel better about yourself
- Respectful of you, others and property
- Helps you to solve the problem
- A positive coping strategy can turn into a negative coping strategy if used too much

Neutral coping strategies:


- Not positive or negative, but could lead to problems if used too much
- May help to calm you and restore emotional balance
- Are temporary strategies, and should be used with a positive coping strategy to solve the problem

Negative coping strategies:

- Does not restore emotional balance, and may make strong emotions (like anger) even worse
- May be harmful to you, others or property



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	<ul style="list-style-type: none"> ➤ Does not solve the problem ➤ May create more problems <p>Understand the way you think about situations affects the way you respond to them. Learn about stress management. There are also counsellors who specialize in stress specific to youth.</p>
<p>Slide 31</p> <p>Talk To Someone You Trust</p>  <p><small>School Health Intake Line: 613-580-6744, ext. 24242 E-Mail: healthy.schools@ottawa.ca</small></p>	<p><u>Talk to someone you trust</u></p> <p>Talking to others, and getting help if needed are good strategies for coping with feelings, stress or a substance use disorder.</p> <p>Talking about the current issue may help you feel less worried and anxious. It might also help to solve the problem, sometimes the problem is too big or too hard to handle alone. If you are struggling or know someone who is, it can help or at least prevent things from getting worse. It feels good to know someone understands you and supports you.</p>



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Where to get help

- Your school addiction counsellor (see student services)
- 1Call1Click.ca
- Kids Help Phone 1-800-668-6868
- Youth Services Bureau
 - 24/7 Crisis Line: 613-260-2360
 - Online Chat: chat.ysb.ca
- National Overdose Prevention Line at 1-888-688-NORS (6677)
- FREE [Brave](#) app for anonymous support (works with IOS and android phones)

School Health Intake Line: 613-580-6744, ext. 24242

E-Mail: healthy.schools@ottawa.ca

Where to get help?

1Call 1Click:

- 1Call1Click.ca is a simple way for children, youth and families to access the right mental health and addiction care, at the right time.
- Our partners provide care for every level of need. We match you with a partner that is best for your specific needs.
- 1Call1Click.ca also helps navigate the system for children, youth and families, struggling with complex mental health and addiction needs - guiding, problem-solving and managing ongoing care.

<https://1call1click.ca/en/index.aspx>

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Want to learn more?

- | | |
|---|---|
| ■ Ottawa Public Health | ■ Canadian Centre on Substance Use and Addiction (CCSA) |
| ■ The Link Ottawa | ■ Centre for Addiction and Mental Health (CAMH) |
| ■ Stop Overdose Ottawa | ■ Health Canada |
| ■ Community Addictions Peer Support Association (CAPSA) | |

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E-Mail: healthy.schools@ottawa.ca

Want to learn more?

It is completely natural to feel stress and concern during these times and so it is important to practice positive coping strategies. Below is a listing of resources available to you if you would like to learn more.

- <https://www.ottawapublichealth.ca/en/public-health-topics/drugs.aspx>
- <https://www.thelinkottawa.ca/en/alcohol-drugs-and-tobacco/substances.aspx>
- <https://www.ottawapublichealth.ca/en/public-health-services/stop-overdose-ottawa.aspx>
- <https://capsa.ca/>
- <https://www.ccsa.ca/>
- <https://www.camh.ca/>
- <https://www.canada.ca/en/health-canada.html>

Thank you for your time and attention!





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Instructor's Notes:

