

Overdose prevention training adapted to community realities

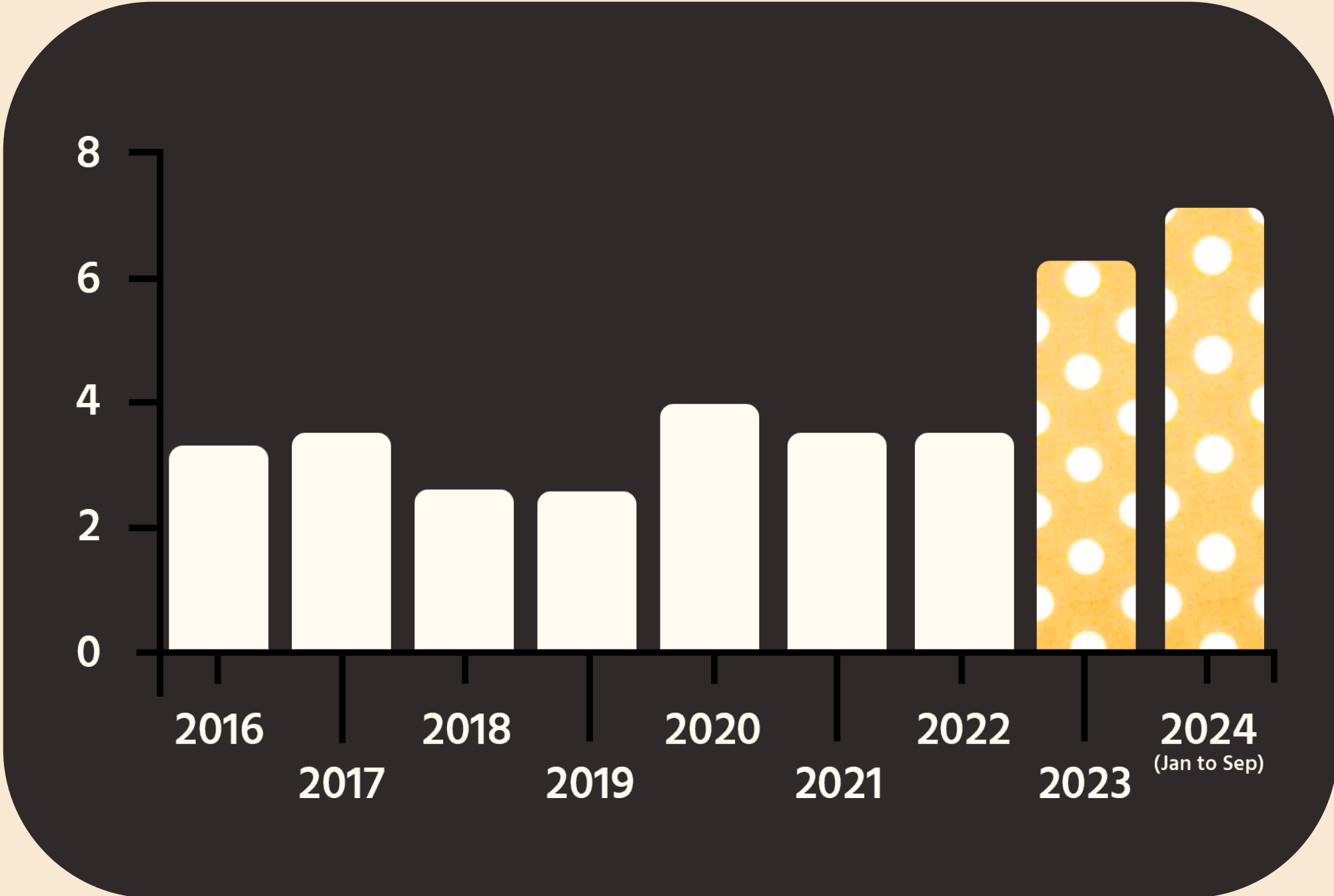
Julie-Soleil Meeson, M.Sc (1) ; Guillaume Tremblay, M.A. (1, 4) ; Camille Sabella-Garnier, M.Sc. (1) ;
Lucie Mendousse (1) ; Niamh Power, Ph.D. (2, 3); Michel Perreault, Ph.D. (2, 3);
Affiliations: Association des intervenants en dépendance du Québec (1) ; McGill University (2); Douglas Hospital Research Centre (3); Méta d'Âme (4)

Addressing the Overdose Crisis in Québec

Figure 01 : Includes deaths related to all drug or opioid intoxications including, but not limited to, opioids and stimulants, January to September 2024



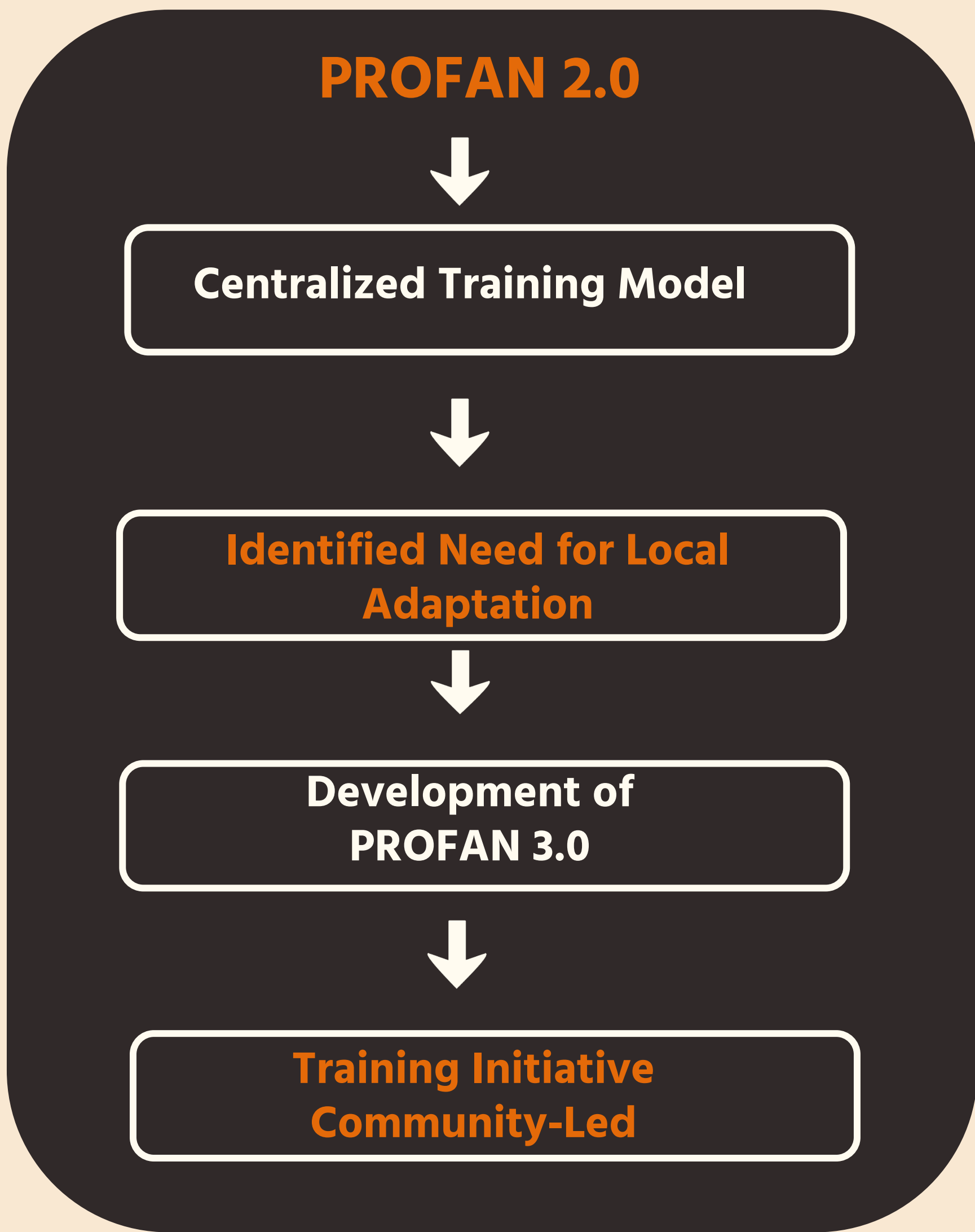
Figure 02 : Crude rate (per 100,000 population)



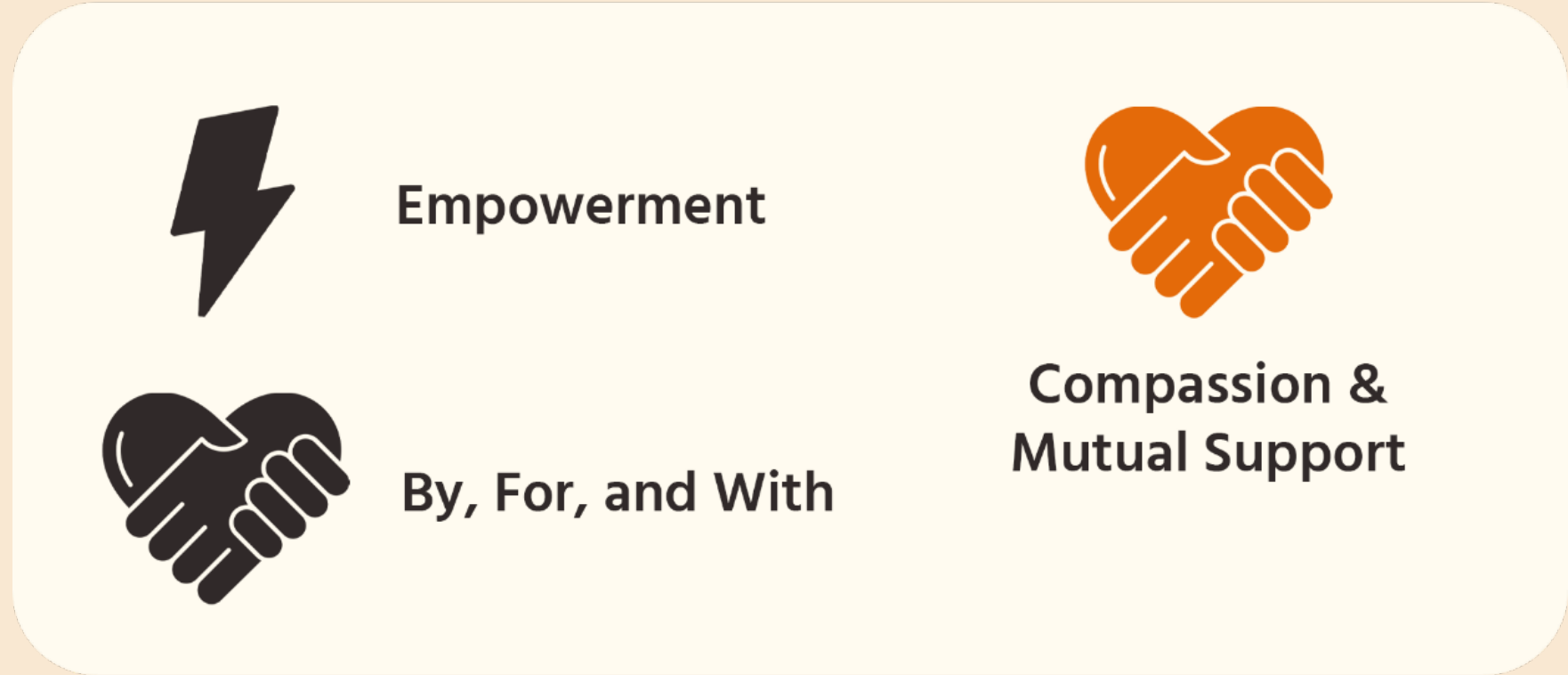
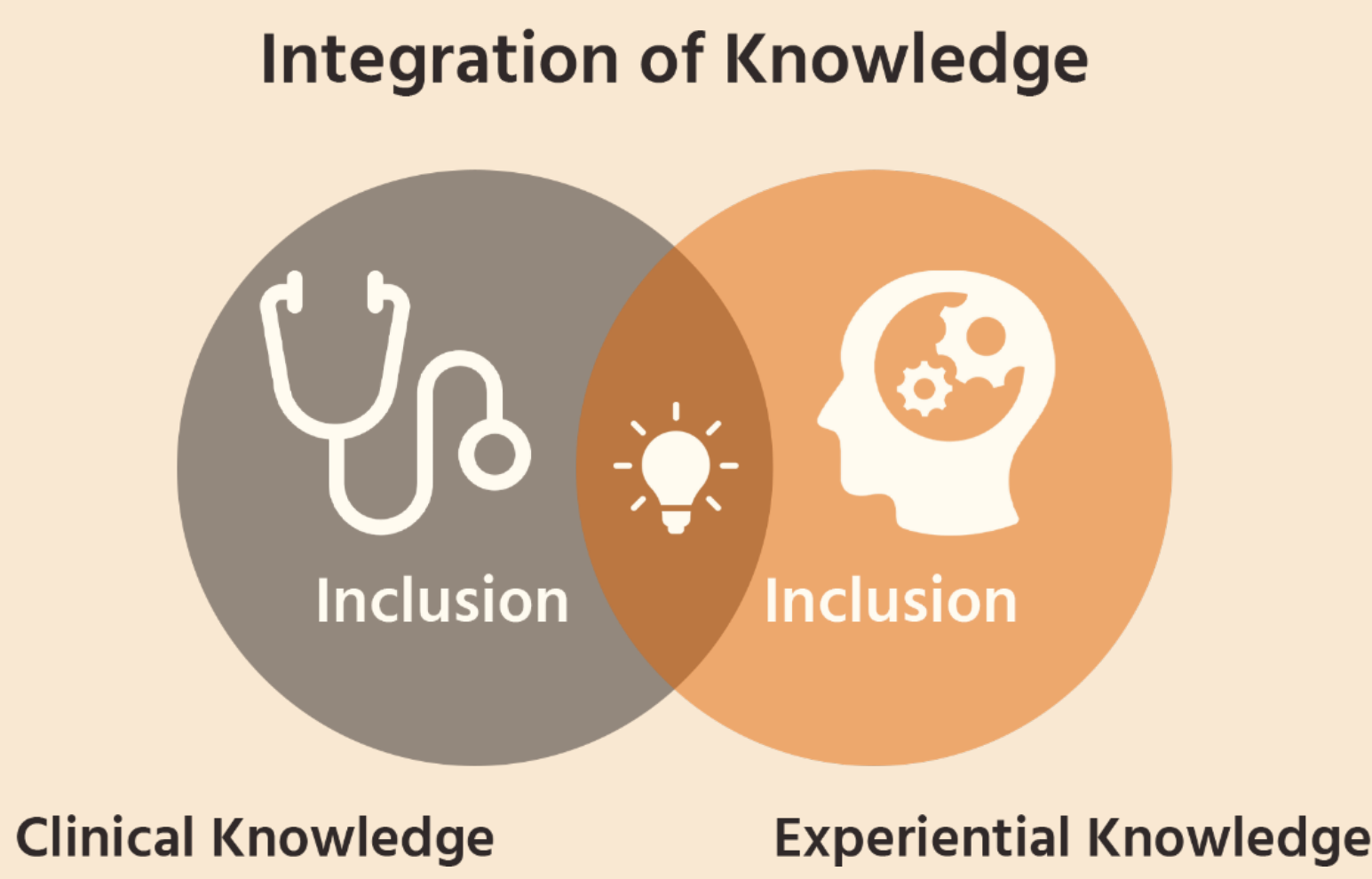
Key points

- Escalating Crisis
- Disproportionate Impact on Indigenous Communities and marginalized people
- Challenges in Rural Areas
- Need for Community-Driven Solutions

From Centralized Training to Community Empowerment



Foundations of PROFAN 3.0: Values and Principles



3 Pillars of PROFAN 3.0 Training

Essentials of Facilitation

Emphasizes effective facilitation techniques tailored to diverse audiences and, ensuring both clinical and experiential perspectives are represented

PREVENT
Emphasizes education, risk assessment, and community engagement

Essentials of Collective Work

Focuses on conflict prevention and group management techniques

ACT
Outlines immediate intervention protocols during overdose events

Essentials of Self-Care and Evaluation

Stresses the importance of creating safe spaces for sharing and reflection and introduces strategies for facilitator self-care

RESTORE BALANCE
Addresses the emotional and psychological aftermath of overdose incidents



Community Collaboration at the Heart of PROFAN 3.0

- Co-Development with Communities
- Safe Spaces for Dialogue
- Community-Led Adaptations

The Impact of PROFAN 3.0



Over 45 community members trained as local facilitators



Program implemented in 3 communities across Québec

“The 3-day training brought our community together—we were able to really focus on our needs. I started out unsure of what to expect and honestly felt like an outsider. But as the days went on, the interactions, the different teaching styles, and the inclusive environment made a big difference.

I left the training feeling confident, empowered, and truly motivated to bring this back to my community.”
Mélanie, PWLLE

Key Takeaways: Community empowerment, Cultural adaptability. Sustainable training models are central to the program's success.

Acknowledgments

AIDQ (Tiohtiá:ke/Montreal) is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehà:ka of the Haudenosaunee Confederacy, Huron/Wendat, Abenaki, and Anishinaabeg.

Contact: Julie-Soleil Meeson: responsable.contenus@aidq.org, profan.ca