



## Introduction of the INSTRUCT Open Educational Resource

The INSTRUCT collaboration is an ERASMUS+ funded project with the participation of seven different higher education institutions from four European countries [Catalan Institute of Oncology (Spain); University of Navarra (Spain); University of Barcelona (Spain); University of Lleida (Spain); King's College (United Kingdom); Erasmus Hogeschool Brussel (Belgium); Université Libre de Bruxelles (Belgium); Nursing School of Coimbra (Portugal)] working on the development of an online open course on smoking cessation for healthcare professionals.

Our main aim is to provide an Open Educational Resource combining theoretical modules and virtual simulation, to improve students' competencies to ultimately provide tailored and efficient smoking cessation interventions.

\* It reflects only the author's view. The Commission is not responsible for any use that may be made of the information it contains.



Please visit the following link:  
<https://instruct-elearning.eu/>

## Why is it important to use adapted resources in our curricula?

Smoking is a preventable and silent epidemic, responsible for nearly 8 million deaths per year (World Health Organization [WHO], 2019). Tobacco consumption is also a significant factor in reducing the quality of life and life expectancy by 14 years on average (European Commission, 2021) and, therefore, urgent action is required.

Although psychosocial and pharmacological interventions for smoking cessation have proven to be highly effective for people who smoke, general smoking cessation support programs, as well as the specific ones provided by health professionals in the European region, appear suboptimal.

Health care professionals are key to initiate and support opportunities for smoking cessation interventions. Several editions of the Global Health Professions Student Survey (GHPSS) -conducted among third-year students pursuing advanced degrees in dentistry, medicine, nursing and pharmacy- indicate that less than 40% of the students received tobacco cessation training. The international scientific literature indicates that in most cases, health professionals' curricula lack from the appropriate content and training on tobacco-related activities. National surveys (for different disciplines) underline have found that while the harms of smoking are widely taught, limited efforts are devoted to the practical aspects of training, which means an important challenge for those professionals willing to support smokers in their process of quitting tobacco.

## Project's results

The INSTRUCT course provides an innovative and comprehensive approach towards smoking cessation. INSTRUCT has been tested and implemented in Spain, United Kingdom, Belgium, and Portugal. with very promising results.

This short section presents some key results obtained after the implementation of the INSTRUCT course in four different settings (over 1,187 students) before and after completing the course. The changes identified for the areas regarding students' knowledge, abilities & attitudes, acquisition of global competence, and students' overall satisfaction with the course, can be seen next.

## What are the experiences of students and lecturers in the use of the course?



## Acquisition of global competence (knowledge, attitudes and skills)

**86.02%**

Course Yes (732)

**13.98%**

Course No (119)

## Students' overall satisfaction with the course

**8.40**

(1.65 SD)

Would you recommend the course to other students?

**8.17**

(1.65 SD)

In general, your overall satisfaction of the course is (out of 10):

**8.58**

(1.60 SD)

The course contents are adapted to my learning needs as a student pursuing a Health Sciences degree.

**8.44**

(1.91 SD)

The methodology used in the theoretical modules has helped me to acquire the necessary knowledge to be able to assist a tobacco user in the clinical practice

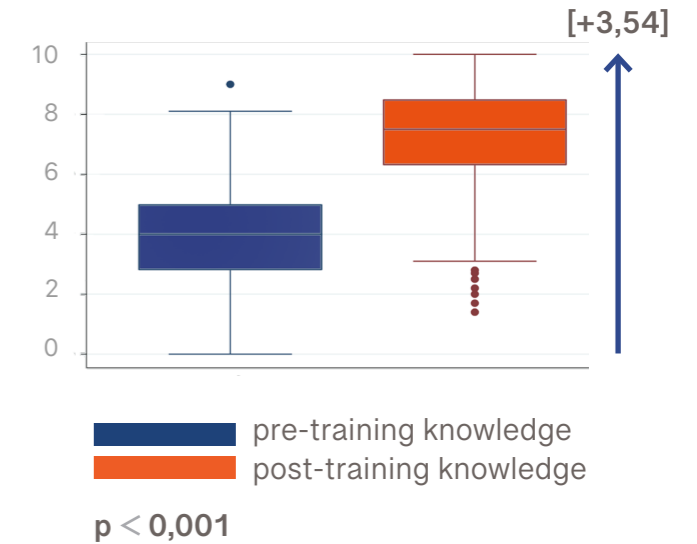
**8.30**

(1.95 SD)

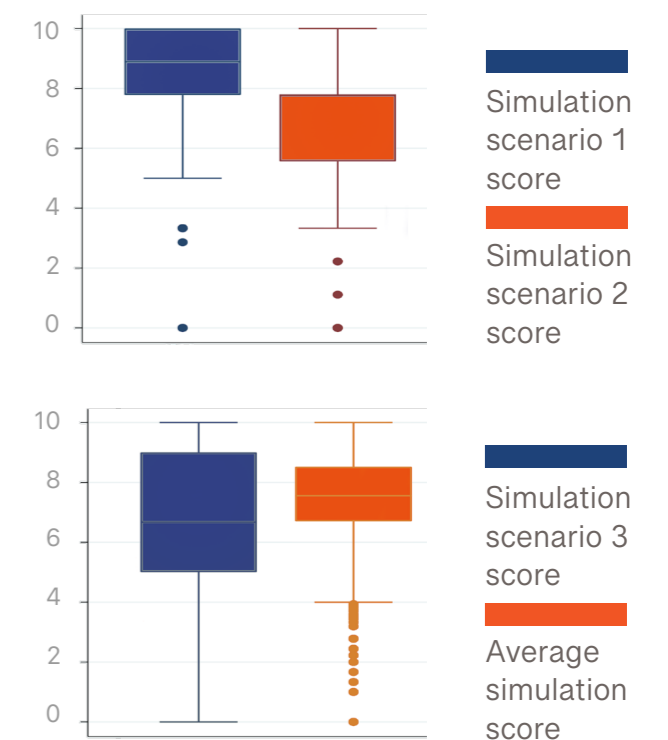
The virtual simulation exercises have helped to practice (in a computer-generated situation) the knowledge acquired during the theoretical modules

Note: SD Standard Derivation

## Changes in the level of knowledge of the students before and after the course



## Overall course's mean and three simulation scenarios (assessment of abilities and attitudes)



## RECOMMENDATIONS FOR STUDENTS

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**Make sure that you complete the entire programme (theoretical modules, activities and videos)**

- 1**  
To acquire the essential knowledge regarding smoking cessation.
- 2**  
The content provided is evidence based, clear, concise, and manageable.

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**Immerse yourself in the clinical virtual simulation scenarios**

- 1**  
To acquire the necessary skills leading to smoking cessation interventions in the clinical setting.
- 2**  
To encourage your critical thinking.
- 3**  
To ensure that the best scientific evidence can be applied in the clinical setting.

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**Observed changes regarding learning**

- 1**  
To acquire global competence in smoking cessation.
- 2**  
To promote the implementation of evidence-based smoking cessation interventions in the clinical practice.

## RECOMMENDATIONS FOR LECTURERS

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**Facilitate the implementation of the INStrUCT course in core or elective subjects**

- 1**  
Tackling the tobacco pandemic is one of the priority working areas of the Public Health community.
- 2**  
Addiction is described as a mental disorder by the DSM-5-TR.
- 3**  
The INStrUCT approach is unique and flexible and can be adapted to most courses and contexts.
- 4**  
The INStrUCT course entails a variety of methodologies that improve both theoretical and practical skills.
- 5**  
Although the INStrUCT course is designed to be carried out virtually, all contents can be used independently. They can be used in face-to-face or blended learning modalities.
- 6**  
Lecturers who recently implemented the INStrUCT course, expressed a high level of satisfaction with its approach. All lecturers recommended using it to fellow colleagues.

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**Use the best evidence contents to improve students' knowledge**

- 1**  
The INStrUCT course contents are based on the best evidence and practice.
- 2**  
The INStrUCT course has been designed by experts in the field of education and tobacco cessation.
- 3**  
The INStrUCT course contents are flexible to be adapted to the specific learning outcomes of the course(s) (where it is to be implemented).
- 4**  
The INStrUCT course evaluation show that students acquire the relevant knowledge on smoking cessation interventions.

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**Learning results' context**

- 1**  
To prepare healthcare students to tackle one of the main preventable health problems.

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**Innovate by using virtual simulation to improve students' clinical skills**

- 1**  
The clinical cases used in the INStrUCT course, have been prepared by experts in smoking cessation, education, and clinical simulation.
- 2**  
The pre-briefing and debriefing procedures can be implemented both virtually and in person.
- 3**  
The cases used in this course reflect the reality of the diverse clinical contexts.
- 4**  
The INStrUCT course encourages students' critical thinking.
- 5**  
The evaluation of the INStrUCT course shows that students acquire the necessary skills to implement smoking cessation interventions in practice.

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**Complete the INStrUCT course before starting clinical placements**

- 1**  
Pre-practice preparation helps to consolidate smoking cessation competency.

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**Assess prior overall students' competence (knowledge, skills and attitudes) via validated questionnaires such as the KABO\_student**

- 1**  
The KABO\_student questionnaire is a validated instrument that measures knowledge, skills and attitudes in delivering smoking cessation (in healthcare students).

- 2**  
To tackle the existing gap of students and future health professionals in smoking cessation, with the ultimate aim of improving the health of smokers and future ex-smokers.

## RECOMMENDATIONS FOR MANAGERIAL ROLES

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**To promote the implementation of the INStrUCT course in the curricula of European degrees in health science**

- 1**  
To lead education in tackling one of the main health problems of preventable morbidity and mortality in our societies.
- 2**  
Healthy Universities aim to educate university communities with a focus on health promotion at both undergraduate and postgraduate levels.
- 3**  
The INStrUCT course responds to one of the United Nations sustainable development goals focusing on "health and well-being".
- 4**  
The use of OERs such as the INStrUCT course, on a free basis, eliminate restrictions of use. These resources facilitate its use across boundaries.

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**Expected results for society**

- 1**  
Contributing to the improvement of the health of the European Union's communities.
- 2**  
Strengthening the "Health Promoting Universities" with a focus on health promotion education.
- 3**  
Contribute to the development of the European Commission Goals including the Cancer Prevention Strategy.
- 4**  
Contribute to the dissemination of excellent quality learning materials supporting the Open Science approach.