Meeting State Requirements for Pain/Opiate Education for the NP Student

Kathleen Bradbury-Golas, DNP, RN, FNP-C, ACNS-BC
Drexel University and RCA at Lighthouse
February 20, 2020

Disclosures

• Kathleen Bradbury-Golas has no disclosures

Note: If AAAP is the CME provider for this training, please complete our COI form here: http://www.cvent.com/dntqcg.

The content of this activity may include discussion of off label or investigative drug uses.
The faculty is aware that it is their responsibility to disclose this information.

Target Audience

• The overarching goal of PCSS is to train a diverse range of healthcare professionals in the safe and effective prescribing of opioid medications for the treatment of pain, as well as the treatment of substance use disorders, particularly opioid use disorders, with medication-assisted treatments.
Educational Objectives

• At the conclusion of this activity participants should be able to:
  ▪ Identify the steps to creating an online pain management/opiate education module for NP students.
    - Review statistics of a created program.
  ▪ Discuss the requirements for continuing education for Advanced Practice Nurses and students to initiate/renew licensure.

Background to Development

• Opiate Crisis
  ▪ As of 2015, over 2 million people greater than age 12 were abusing.
  ▪ Since 1971, more than $1 trillion has been spent on treatment.
  ▪ The Food and Drug Administration (FDA) (2017) and the Centers for Disease Control (CDC) (2016) have strongly encouraged health care providers to strictly adhere to the prescribing guidelines presented in the Risk Evaluation and Mitigation Strategy (REMS, 2017) and Prescribing guidelines.

Consensus Model
As per PA state law: Section 9.1(a) of ABC-MAP requires that certified registered nurse practitioner (CRNP) applicants seeking prescriptive authority approval provide verification to the Board of having completed 4 hours of Board-approved education consisting of 2 hours in pain management or the identification of addiction and 2 hours in the practices of prescribing or dispensing of opioids. This verification may be received upon application or up to one year from issuance of the prescriptive authority approval. The 4 hours of Board-approved education needs to be completed only once.
### Schools with Multiple NP Specialties

- Where does the chair look for this information?
- Where is it found within each NP specialty curriculum?
  - Drexel has 9 different NP tracts.
    - Was this presented during different courses?
    - Where in each of those courses was the material presented?
    - Were they exposed though case studies during on campus intensive encounters?
    - Did the material presented equal the required 4 hours?
- Was there a better way to ensure that every student get the same material and it covered everything that PA was requiring?

### Planning

- Chair requested ONE centralized location for this material to be presented.
- Track specific Pharmacology
  - One week would be devoted to the subject of pain management, prescribing opiates, addiction and detoxification (4 hours instead of 3).
  - A designated faculty member was assigned the role of coordinator for putting this online course together.
  - However, other faculty members with experience in addiction/detoxification would also be speakers.

### Planning – Part 2

- Designated Faculty were identified as speakers.
  - Coordinator: FNP who works in FP and Recovery
  - Speaker: Psych/MH NP who works in Recovery
  - Speaker: AG, certified in Addictions and Past President of (IntSA)
  - Speaker (current trend): PNP/FNP who several completed articles and presentations on Vaping
- Meeting occurred in January 2018 to discuss what modules would be added to the “Pain Management/Opiate Education Program”
Planning – Part 3

- Overall program objectives were written.
- Modules would include:
  - **Principles of Pain Management** (this discusses pain pathophysiology, categories and types, tools to assess pain and possible addiction, step wise sequence to prescribing pain medications, non-pharmacological methods, Non-Narcotics, Adjuvants, narcotics).
  - **Opiate Prescribing** (description of opiates, classifications, how to prescribe, when to prescribe, poly-provider, state monitoring processes, monitoring proper use of opiate use if long term)

Planning – Part 4

- Modules Continued:
  - **Progression of Opiate Abuse** (tolerance, dependence, addiction, progression from prescribed use to self-medicating use, drug seeking behavior, progression to heroin use, overdose and Narcan® use)
  - **Case Study**: Opiate Use Disorder (process, co-morbid benzo use and dangers of benzo withdrawal, assessment of withdrawal, clinical manifestations, diagnoses, detox treatment)
  - **Current/Future Trends: Vaping** (idea was to change yearly)

Course Development

- Black Board was the learning management system used.
- Only speakers and the LMS supervisor had access to the “Master” shell of the course.
- Each speaker was responsible for:
  - Writing individual presentation learning objectives.
  - Developing his/her slide presentation based on the topic.
  - Recording the presentation within the Master shell.
  - Creating a pdf handout for the presentation for note taking.
  - Developing and inputting a 10 question MC quiz based on the subject matter.
Module Set-Up

- Each Module was set up in the following format:
  - Module Overview and Instructions
  - Module Learning Objectives
  - Taped Presentation and note taking handout
  - Self Evaluation Questions
  - References
Other Items that were added

• Overall Program Description
• Initial Target Audience: The beginning target audience will consist of all NP students at Drexel University. This entire module will be required to be completed prior to the beginning of clinical practice courses with an overall pass rate for all module quizzes to be 84%.
• Planning Committee and Speaker Disclosures
• Evaluation Survey

Evaluation Survey Content

• Overall program Objectives met
• Session Objectives met
• Faculty (each Module and current trend was separate for this area)
  ▪ Expertise
  ▪ Teaching Method
• How information will change/influence practice?
• Faculty disclosures present and free of commercial bias
• Learner paced appropriate format
• Time (in minutes) it took to complete entire program
• Additional Comments

Results of Initial Run

• During the first quarter this was used, 283 students across all 6 specialty NP tracks completed the educational program.
• Students were given Pass/Fail credit for completion in the Track Specific Pharmacology Course. Students had 90% of the entire term to complete the educational program.
• Questions on pain management were added to each final examination to ensure compliance with course objectives.
• Each faculty member teaching were able to access the grade center in the Pain/Opiate Educational Program to ensure:
  ▪ An 84% in EACH of the modules
  ▪ Completion of the evaluation survey
Program Results

<table>
<thead>
<tr>
<th>Objective</th>
<th>Faculty</th>
<th>Format and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Course Objectives: 98.5% achieved</td>
<td>Overall: 95.5%</td>
<td>Format: 88% stated that the format was appropriate and learner paced.</td>
</tr>
<tr>
<td>67.7% Excellent</td>
<td>Expertise: 96.5%</td>
<td>Time: Only 70% responded to time question (205 students).</td>
</tr>
<tr>
<td>32.8% Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Session Objectives: 98% achieved</td>
<td>Presentation: 94.5%</td>
<td>Most common Time: 4-5 hours (100 students).</td>
</tr>
<tr>
<td>65.4% Excellent</td>
<td>Current Trend: 94.8%</td>
<td>5-6 hours (24 students).</td>
</tr>
<tr>
<td>32.5% Good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Themes of Practice Influence

- 1. Increased knowledge and awareness of the opioid crisis.
- 2. Safe (and smarter) prescribing of narcotics, along with alternatives to opiates.
- 3. Screening tools, manifestations of misuse and change in approach with patients who may be seeking.
- 4. Collaboration with physicians and other health care professionals on recommendations on how to best handle (Inter-professional communication).
- 5. Responsible behavior

Revisions Needed

- Students preferred Voice Thread over PowerPoint Narration. The 3 presentations (Modules III, IV and current trends) will be re-recorded into VT and converted to Kaltura.
- Presentations tended to be dry but the information was important.
- Question on Time will be revised to allow for easier calculation of time.
- Vaping Lecture will be re-taped to include latest statistics and information on Vaping epidemic.
PCSS Mentoring Program

- PCSS Mentoring Program is designed to offer general information to clinicians about evidence-based clinical practices in prescribing medications for opioid addiction.
- PCSS Mentors are a national network of providers with expertise in addictions, pain, evidence-based treatment including medication-assisted treatment.
- 3-tiered approach allows every mentor/mentee relationship to be unique and catered to the specific needs of the mentee.
- No cost.

For more information visit: https://pcssNOW.org/mentoring/

PCSS Discussion Forum

Have a clinical question?

http://pcss.invisionzone.com/register
PCSS is a collaborative effort led by the American Academy of Addiction Psychiatry (AAAP) in partnership with:

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy of Family Physicians</td>
</tr>
<tr>
<td>American Academy of Neurology</td>
</tr>
<tr>
<td>Addiction Technology Transfer Center</td>
</tr>
<tr>
<td>American Academy of Pain Medicine</td>
</tr>
<tr>
<td>American Academy of Pediatrics</td>
</tr>
<tr>
<td>American College of Emergency Physicians</td>
</tr>
<tr>
<td>American College of Physicians</td>
</tr>
<tr>
<td>American Dental Association</td>
</tr>
<tr>
<td>American Medical Association</td>
</tr>
<tr>
<td>American Osteopathic Academy of Addiction Medicine</td>
</tr>
</tbody>
</table>

American Society of Addiction Medicine
American Society of Pain Management Nursing
Association for Medical Education and Research in Substance Abuse
International Nurses Society on Addictions
American Psychiatric Nurses Association
American Association of Community Health Centers
National Association of Drug Court Professionals
Southeastern Consortium for Substance Abuse Training

www.pcssNOW.org
pcss@aaap.org

Funding for this initiative was made possible (in part) by grant no. 5U79TI026556-03 from SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.