



PRAC-ED PA SUD Faculty Curriculum Guide



ONLINE SHORT COURSE

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The PA faculty who adapted this curriculum would like to dedicate this PA student learning experience to patients, and their families, who struggle with the disease of addiction.

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Program Overview

The purpose of this program is to expand PA program participation in the online PRAC-ED-PA SUD Curriculum to further prepare PA graduates to address the substance use disorder epidemic that continues to exact a heavy toll on lives, health, and resources throughout the United States. PAEA believes that PA students/faculty will be more likely to take the MAT waiver course and integrate this care into their clinical practices if they are provided with an expanded foundation on SUDs.

Course Design

The SUD curriculum is comprised of six parts: a course introduction to substance use disorder, as well as five learning modules made up of individual lessons:

MODULE 1	Overview of Substance Use Disorder (SUD)
MODULE 2	Stigma and Available Treatments
MODULE 3	Medications, Toxicology & Urine Testing, Comorbidities
MODULE 4	Specific Substances
MODULE 5	Special Populations & Citation List

This curriculum is delivered via the **Rise learning management system (LMS)** and should be assigned to students in an appropriate sequence building on other curricular content. Suggested minimum prerequisites include previous exposure to clinical medicine and pharmacology content related to the autonomic nervous system, neurotransmitters and pharmacotherapeutic foundational topics.

Course Goals

Upon successful completion of the course, students will be able to:

1. **Understand** and apply epidemiologic evidence to the screening, identification, treatment, and referral of patients with SUDs
2. **Learn** the basic neurobiology of addiction and how to apply this knowledge to the evaluation and treatment of patients with SUDs
3. **Identify** the substances associated with SUD and how this affects the individualized choice of treatment
4. **Recognize**, identify, treat, and refer patients who have comorbid mental and physical conditions associated with SUDs
5. **Employ** a greater understanding of SUDs to reduce stigma associated with the disorders
6. **Understand** the laws and regulations governing SUD treatment

Desired Learning Outcomes

MODULE 1 Use and apply DSM-5 SUD criteria to the care of individual patients

Recognize and apply the definitions of abuse, dependence, misuse, and tolerance to patients being screened or seeking care for SUDs

Correctly employ the American Society of Addiction Medicine definition of addiction in the care of patients

Identify the leading theory about the etiology of addiction

Describe the general areas of brain function that are adversely affected in patients using substances of abuse

Name key structures of the brain that are involved in decision making, reward responses, impulsivity, motivation, and loss of control

Describe how the motivational component of addiction is impacted by the concept of salience attribution

Recognize the similarity of behavior addictions to substance use disorders, their treatment, and recognize populations that are at greatest risk

Name the most common substances of abuse, barriers to treatment, and the overlap between SUD and mental health disorders

MODULE 2 Recognize that SUD is a disease

Describe what stigma is and how language plays a role in the medical system caring for patients suffering from SUDs

Avoid the use of terms that increase stigma about substance use disorder

Discern how the Screening Brief Intervention and Referral to Treatment approach is used with other screening tools to identify patients with SUD

Employ the Screening Brief Intervention and Referral to Treatment approach and selectively utilize other screening tools to identify patients with SUD

Assess daily and weekly alcohol drinking limits in adult patients

Describe the spirit of motivational interviewing (MI) and its four processes

Employ motivational interviewing strategies in select patient scenarios

Use patient-centered MI skills to help elicit and strengthen the internal motivation for change

Recognize patient characteristics that suggest they have the best chance of continuing with 12 step meetings

Employ evidence-based 12 step facilitation for alcohol use disorder and individualize referrals for persons with opioid use disorders on medications

Refer patients to Alcoholics Anonymous meetings based on interest and community availability

MODULE 3

Describe the neurotransmitters affected in alcohol use disorder and the mechanism of action side and side effects of the treatments: naltrexone, acamprosate, and disulfiram

Describe the neurotransmitters and receptors affected in opioid use disorder and the mechanism of action side and side effects of the treatments: buprenorphine, methadone, naltrexone, and naloxone

Describe the neurotransmitters and receptors affected in tobacco use disorder and the mechanism of action side and side effects of the treatments: bupropion, varenicline, and nicotine replacement therapy

Know how to order the basic types of Urine Drug Testing (UDT), when they should be used and be able to interpret the results including metabolites

Employ approaches to patient interactions when findings on UDT suggest tampering or false positive findings

Identify overlaps between SUD and mental health disorders and other medical conditions

Recognize and diagnose overlaps between SUD and mental health disorders and other medical conditions

Employ effective approaches to patient interactions when findings on UDT suggest tampering or false positive findings.

MODULE 4

List the criteria used in DSM-5 to diagnose alcohol use disorder

Diagnose patients with alcohol withdrawal symptoms and when they are commonly seen

List the neurotransmitters impacted by the active ingredients of cannabis and the associated symptoms

Identify the available effective treatment for cannabis use disorder

Recognize the mechanism of action, duration, and patient effects of stimulants and their overlap with select hallucinogens

Describe the appearance of ecstasy and common combinations with other substances

Detail the physiologic impacts of licit and illicit drugs

Grasp opioid use disorder medications' mechanism of action, indications, and patient follow-up

List generally accepted lab tests performed when beginning patient treatment for opioid use disorder

Know how federal laws and regulations impact prescribing of controlled substances in the treatment of opioid use disorder

Grasp benzodiazepines' mechanism of action, risk for misuse and addiction, and risks associated with withdrawal

Identify benzodiazepines that present challenges for urine drug test monitoring due to metabolism

Outline strategies for safely discontinuing benzodiazepines

Describe "red flag" behavior among patients with substance use disorder

Explain hallucinogens' mechanism of action, signs and symptoms, risk for addiction, and treatment options

MODULE 5

Describe the general treatment principles used while prescribing controlled substances to older patients and how to recognize misuse

Recognize gender differences in the epidemiology of substance use disorders

Explain maternal addiction, perinatal challenges, neonatal abstinence syndrome (NAS), and effective treatments

Select appropriate treatment regimens for adolescents with tobacco use disorder

Detail how substance use disorders differ in adolescents and apply evidence for referral and treatment

Determine effective and safe prescribing, monitoring practices, and treatment goals for patients treated with opioids for chronic pain

Learning Times

Length of Curriculum

The curriculum is designed to be completed in approximately **6-8 hours**.

Time to Completion

It is recommended that programs require their students to complete this curriculum over a **10- to 14-day period** and incorporate it into existing behavioral health course content.

Faculty Member Participation

It is ideal that at least **one program faculty member** work through the PRAC-ED-PA SUD curriculum. Faculty will be given access one week before their scheduled delivery window is set to begin. PAEA will reach out to program faculty following the scheduled delivery period asking for feedback about the curriculum. Not only is this critical for continuous quality improvement of the curriculum, but for tailoring the curriculum to suit your individual program needs and goals.

Completion Requirements

Each module includes a **pre-test** that should be completed before the module begins. Each module concludes with **post-quiz** questions that are scored. **80% is considered passing**. These questions can be used as a built-in assessment for the curriculum that may, at program discretion, be used as a grade for the course. Programs may also consider adapting existing and new assessments utilizing the PRAC-ED-PA SUD curriculum.

It is important that students work their way through the course content in order as it is sequenced to build on knowledge in the preceding sections.

Completion Certificates

After completing each module students will receive an email with a link to download a completion certificate. Note that certificates do not include post-quiz scores or completion times.

Reporting

PAEA will provide a final report to faculty at the end of the scheduled delivery window that verifies students' **completion status and total time they engaged with the curriculum**. This provides the information necessary for the assignment of **Pass/Fail scores**. If your program requires percentage scores for grading purposes, you can ask students to screenshot their quiz results at the end of each module.

Students will only be guaranteed access to the curriculum during their assigned delivery window so programs that will need students to take screenshots of their quiz scores are encouraged to communicate this early-on.

Surveys

Pre-Attitudinal and Post-Attitudinal Surveys

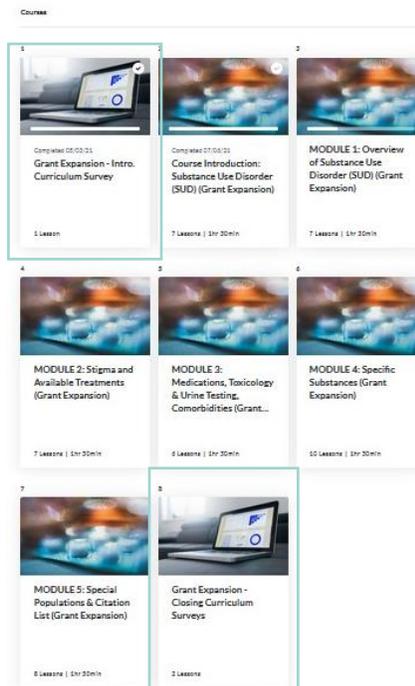
As part of the Substance Abuse and Mental Health Services Administration (SAMHSA) federal grant that supports the development and delivery of this curriculum, **we are asking participants to fill out an attitudinal survey prior to beginning the course and after completing course**. The surveys include statements and Likert scaling to determine pre- and post-curricular attitude change from exposure to the curriculum. These surveys are critical to measuring the curriculum's impact on attitudes towards the treatment of patients with SUD. Participation is anonymous apart from demographics and program name.

SAMHSA's Post-Event Survey

The post-event survey asks participants about their **overall experience with the course** and offers an opportunity to provide **honest, anonymous feedback**. This feedback will be used to provide information to SAMHSA and to assist us in planning future meetings and programs.

Although completion is not required, **programs are encouraged to emphasize these surveys to their students**. Completion of this survey indicates that you have given your consent to participate.

All surveys are located on the Rise LMS course homepage (right). The pre-attitudinal survey can be found under, "Intro-Curriculum Survey." Both the post-attitudinal survey and the post-event survey can be found under, "Closing Curriculum Surveys."



Accessing the Course

Before starting the curriculum, we will need to give you and your students access to Rise.com. Our process for granting faculty and students access to the course is as follows:

1. We will provide you with an excel template to complete with your students' names and .edu email addresses.
2. When you return the completed roster to us, we will import it into the LMS.
3. When the roster is imported, students will automatically receive an email from Rise inviting them to establish their password.
4. Once they have created their accounts, they will have access to the course and modules.

Faculty will receive an email from Rise one week before their program's scheduled delivery window is set to begin.

Program faculty are encouraged to share our [PRAC-ED PA SUD Student Guide](#) with their programs. This one-page guide includes student-specific instructions on accessing the course as well as answers to frequently asked questions.

For more Rise.com troubleshooting you can visit their "[Learner FAQ](#)" or email your questions to SUDsubaward@paeaonline.org.

Additional Learning Opportunities

Additional formative learning opportunities and assessments to support the content, knowledge and skills gained through this curriculum could include:

- **Objective Structured Clinical Experiences (OSCEs)** to highlight SUD curricular content skill acquisition (e.g., SBIRT, Motivational Interviewing, and diagnosing and treating SUDs including prescribing medications for tobacco, alcohol, and opioid use disorders).
- In-class break-out sessions for "**pair & share**" peer Motivational Interviewing.
- Student attendance at [open Alcoholics or Narcotics Anonymous meetings](#) in your community.
- **Student reflective assignments** to assess implicit bias and/or attitudinal changes associated with this patient population and support transformative learning experiences.

For more information and resources on developing OSCEs used to train PA students to treat SUDs click [here](#) or search, "Substance-Use Disorder Standardized Patient Education" in PAEA's member portal.