Medical Education Core Competencies for the Prevention and Management of Prescription Drug Misuse

Recommendations from the Governor’s Medical Education Working Group on Prescription Drug Misuse



**Governor’s Medical Education Working Group on Prescription Drug Misuse**

Massachusetts Department of Public Health

Massachusetts Medical Society

Boston University School of Medicine

Harvard Medical School

Tufts School of Medicine

University of Massachusetts School of Medicine

 **November 2015**

**CORE COMPETENCIES FOR**

**THE PREVENTION AND MANAGEMENT**

**OF PRESCRIPTION DRUG MISUSE**

**Working Group Background:**

In an effort to prepare the next generation of physicians with the necessary tools to curb the nation’s current opioid epidemic, the Baker-Polito Administration, the Massachusetts Medical Society, and the deans of the Commonwealth’s four medical schools – Boston University School of Medicine; Harvard Medical School; Tufts School of Medicine; and the University of Massachusetts Medical School – have partnered in enhancing current medical school core competencies. This first-in-the-nation partnership has resulted in the establishment of cross-institutional core competencies for the prevention and management of prescription drug misuse that will reach the approximately 3,000 enrolled medical students across the Commonwealth of Massachusetts.

 This collaboration and set of cross-institutional core competencies will provide medical students with enhanced training in primary, secondary, and tertiary prevention strategies regarding prescription drug misuse, representing an innovative and forward-thinking contribution to a multi-faceted strategy to curb the opioid epidemic. The Commonwealth of Massachusetts is again setting a new standard – this time by providing medical students with a strong foundation in prevention, identifying substance use disorders, and referring patients to appropriate treatment. With this enhanced educational foundation, Massachusetts’ medical students will be better prepared to enter residency training and to provide excellent patient care as our future physicians.

**Core Competencies Overview:**

The Governor’s Working Group is pleased to outline the following cross-institutional consensus document regarding a set of measureable core competencies for the prevention and management of prescription drug misuse. Working Group membership, representing the Department of Public Health, the Massachusetts Medical Society, and all four Massachusetts medical schools – Boston University School of Medicine; Harvard Medical School; Tufts School of Medicine; and the University of Massachusetts Medical School – convened over a series of four working meetings, advancing recommendations that responded to a literature review, including over twenty-five peer-reviewed journal articles and current standards.

The following recommendations for the core competency domains will be adopted by all four schools for integration into the medical school training of all Massachusetts medical students. Each school will establish appropriate curricular interventions and innovations to ensure that the stated competencies are being addressed for all students, allowing schools to tailor these competencies to their own curriculum development.

To this end, the four schools have agreed in principle to develop and implement substantive assessment of these competencies in order to evaluate students for baseline and post-implementation measurements. The Working Group recognizes opportunities to link these skills to emerging trends in competency development (e.g. linkage to the AAMC- and ACGME-endorsed Entrustable Professional Activities or “EPAs” model). Further, that the best evidence in medical education supports performance-based evaluation as a key component of competency-based curricula, utilizing clinical settings or simulation- and/or patient-based assessments using standardized patients and technology-enhanced simulation. These assessments represent the gold standard for objective competency evaluation of medical students and residents.

**Preamble:**

 The following cross-institutional core competencies are framed from the perspective of an encounter with a patient who typically presents with pain and/or other medical symptoms for which a prescription medication with the potential for misuse may be indicated. The goal of the stated core competencies is to support future physicians, over the course of their medical education, with both skills and a foundational knowledge in the prevention of prescription drug misuse. These competencies set clear baseline standards for primary (preventing prescription drug misuse), secondary (treating patients at-risk for substance use disorders), and tertiary (managing substance use disorders as a chronic disease) prevention skills and knowledge in the areas of screening, evaluation, treatment planning, and supportive recovery. While these competencies have been stratified into prevention domains, the following competencies are not intended to be wholly exclusive to any one prevention level; rather, this document enlists skills and knowledge which should be broadly applied to enhance a future medical professional’s ability to prevent and manage prescription drug misuse.

These core competencies are designed to serve as a vital bridge between medical student education and medical residency training, ensuring that future generations of prescribers are equipped with essential skills for high quality medical practice and safe prescribing. These concepts both encourage and demand a physicians’ understanding of the importance of both team- and system-based care provision, ensuring the holistic treatment of substance use disorders as a chronic disease. The four Massachusetts medical schools universally recognize these competencies as integral to the abilities of all medical students, residents, and practicing medical professionals to safely and competently prescribe prescription drugs, and to successfully prevent, identify, and treat substance use disorders.

**CORE COMPETENCIES FOR**

**THE PREVENTION AND MANAGEMENT**

**OF PRESCRIPTION DRUG MISUSE**

In the appropriate setting, using recommended and evidence-based methodologies, the graduating medical student should demonstrate the independent ability and/or knowledge to:

* **Primary Prevention Domain – Preventing Prescription Drug Misuse:** *Screening, Evaluation, and Prevention*
1. Evaluate a patient’s pain using age, gender, and culturally appropriate evidence-based methodologies.
2. Evaluate a patient’s risk for substance use disorders by utilizing age, gender, and culturally appropriate evidence-based communication skills and assessment methodologies, supplemented with relevant available patient information, including but not limited to health records, family history, prescription dispensing records (e.g. the Prescription Drug Monitoring Program or “PMP”), drug urine screenings, and screenings for commonly co-occurring psychiatric disorders (especially depression, anxiety disorders, and PTSD).
3. Identify and describe potential pharmacological and non-pharmacological treatment options including opioid and non-opioid pharmacological treatments for acute and chronic pain management, along with patient communication and education regarding the risks and benefits associated with each of these available treatment options.
* **Secondary Prevention Domain – Treating Patients At-Risk for Substance Use Disorders:** *Engage Patients in Safe, Informed, and Patient-Centered Treatment Planning*
1. Describe substance use disorder treatment options, including medication-assisted treatment, as well as demonstrate the ability to appropriately refer patients to addiction medicine specialists and treatment programs for both relapse prevention and co-occurring psychiatric disorders.
2. Prepare evidence-based and patient-centered pain management and substance use disorder treatment plans for patients with acute and chronic pain with special attention to safe prescribing and recognizing patients displaying signs of aberrant prescription use behaviors.
3. Demonstrate the foundational skills in patient-centered counselling and behavior change in the context of a patient encounter, consistent with evidence-based techniques.
* **Tertiary Prevention Domain - Managing Substance Use Disorders as a Chronic Disease:** *Eliminate Stigma and Build Awareness of Social Determinants*
1. Recognize the risk factors for, and signs of, opioid overdose and demonstrate the correct use of naloxone rescue.
2. Recognize substance use disorders as a chronic disease by effectively applying a chronic diseasemodel in the ongoing assessment and management of the patient.
3. Recognize their own and societal stigmatization and biases against individuals with substance use disorders and associated evidence-based medication-assisted treatment.
4. Identify and incorporate relevant data regarding social determinants of health into treatment planning for substance use disorders.

**Recommended Evidence-Based Methodologies for the**

**Prevention and Management of Prescription Drug Misuse:**

In the appropriate setting, and across all prevention areas, it is recommended that the graduating medical student have operational knowledge of:

* Diagnosis-Intractability-Risk-Efficacy (DIRE)
* Motivational Interviewing (MI)
* Opioid Risk Tool (ORT)
* Safe Prescribing “Universal Precautions”
* Screening, Brief Intervention, and Referral to Treatment (SBIRT)
* Screener and Opioid Assessment for Patients with Pain (SOAPP)
* Screening Tool for Addiction Risk (STAR)

**References:**

Alford, D. P., Zisblatt, L., Ng, P., Hayes, S. M., Peloquin, S., Hardesty, I., & White, J. L. (2015). SCOPE of Pain: An Evaluation of an Opioid Risk Evaluation and Mitigation Strategy Continuing Education Program. *Pain Med*. doi: 10.1111/pme.12878 http://www.ncbi.nlm.nih.gov/pubmed/26304703

Ayu, A. P., Schellekens, A. F., Iskandar, S., Pinxten, L., & De Jong, C. A. (2015). Effectiveness and Organization of Addiction Medicine Training Across the Globe. *Eur Addict Res, 21*(5), 223-239. doi: 10.1159/000381671 http://www.ncbi.nlm.nih.gov/pubmed/25966903

Belgrade, M. J., Schamber, C. D., & Lindgren, B. R. (2006). The DIRE score: predicting outcomes of opioid prescribing for chronic pain. *J Pain, 7*(9), 671-681. doi: 10.1016/j.jpain.2006.03.001 http://www.ncbi.nlm.nih.gov/pubmed/16942953

Boyer, E. W. (2012). Management of opioid analgesic overdose. *N Engl J Med, 367*(2), 146-155. doi: 10.1056/NEJMra1202561 http://www.ncbi.nlm.nih.gov/pubmed/22784117

Brady, K. T., McCauley, J. L., & Back, S. E. (2015). Prescription Opioid Misuse, Abuse, and Treatment in the United States: An Update. *Am J Psychiatry*, appiajp201515020262. doi: 10.1176/appi.ajp.2015.15020262 http://www.ncbi.nlm.nih.gov/pubmed/26337039

Butler, S. F., Budman, S. H., Fernandez, K., & Jamison, R. N. (2004). Validation of a screener and opioid assessment measure for patients with chronic pain. *Pain, 112*(1-2), 65-75. doi: 10.1016/j.pain.2004.07.026 http://www.ncbi.nlm.nih.gov/pubmed/15494186

Carroll, J., Goodair, C., Chaytor, A., Notley, C., Ghodse, H., & Kopelman, P. (2014). Substance misuse teaching in undergraduate medical education. *BMC Med Educ, 14*, 34. doi: 10.1186/1472-6920-14-34 http://www.ncbi.nlm.nih.gov/pubmed/24533849

Federation of State Medical Boards. (2013). Model Policy on the Use of Opioid Analgesics in the Treatment of Pain. http://www.fsmb.org/Media/Default/PDF/FSMB/Advocacy/pain\_policy\_july2013.pdf

Fishman, S. M., Young, H. M., Lucas Arwood, E., Chou, R., Herr, K., Murinson, B. B., . . . Strassels, S. A. (2013). Core competencies for pain management: results of an interprofessional consensus summit. *Pain Med, 14*(7), 971-981. doi: 10.1111/pme.12107 http://www.ncbi.nlm.nih.gov/pubmed/23577878

Friedman, R., Li, V., & Mehrotra, D. (2003). Treating pain patients at risk: evaluation of a screening tool in opioid-treated pain patients with and without addiction. *Pain Med, 4*(2), 182-185. http://www.ncbi.nlm.nih.gov/pubmed/12873264

Gonzalez, G., Oliveto, A., & Kosten, T. R. (2004). Combating opiate dependence: a comparison among the available pharmacological options. *Expert Opinion on Pharmacotherapy, 5*(4), 713-725. http://www.tandfonline.com/doi/abs/10.1517/14656566.5.4.713

Goodair, C., & Crome, I. (2014). Improving the Landscape of Substance Misuse Teaching in Undergraduate Medical Education in English Medical Schools from Concept to Implementation. *Canadian Journal of Addiction, 5*(3), 5.

Gourlay, D. L., & Heit, H. A. (2009). Universal precautions revisited: managing the inherited pain patient. *Pain Med, 10 Suppl 2*, S115-123. doi: 10.1111/j.1526-4637.2009.00671.x http://www.ncbi.nlm.nih.gov/pubmed/19691682

Gourlay, D. L., Heit, H. A., & Almahrezi, A. (2005). Universal precautions in pain medicine: a rational approach to the treatment of chronic pain. *Pain Med, 6*(2), 107-112. doi: 10.1111/j.1526-4637.2005.05031.x http://www.ncbi.nlm.nih.gov/pubmed/15773874

Hardisty, J., Scott, L., Chandler, S., Pearson, P., & Powell, S. (2014). Interprofessional learning for medication safety. *Clin Teach, 11*(4), 290-296. doi: 10.1111/tct.12148 http://www.ncbi.nlm.nih.gov/pubmed/24917099

Jackson, A. H., Alford, D. P., Dube, C. E., & Saitz, R. (2010). Internal medicine residency training for unhealthy alcohol and other drug use: recommendations for curriculum design. *BMC Med Educ, 10*, 22. doi: 10.1186/1472-6920-10-22 http://www.ncbi.nlm.nih.gov/pubmed/20230607

Kampman, K., & Jarvis, M. (2015). American Society of Addiction Medicine (ASAM) National Practice Guideline for the Use of Medications in the Treatment of Addiction Involving Opioid Use. *J Addict Med, 9*(5), 358-367. doi: 10.1097/ADM.0000000000000166 http://www.ncbi.nlm.nih.gov/pubmed/26406300

Meade, L. B., Caverzagie, K. J., Swing, S. R., Jones, R. R., O'Malley, C. W., Yamazaki, K., & Zaas, A. K. (2013). Playing with curricular milestones in the educational sandbox: Q-sort results from an internal medicine educational collaborative. *Acad Med, 88*(8), 1142-1148. doi: 10.1097/ACM.0b013e31829a3967 http://www.ncbi.nlm.nih.gov/pubmed/23807106

Morley-Forster, P. K., Pergolizzi, J. V., Taylor, R., Jr., Axford-Gatley, R. A., & Sellers, E. M. (2013). Mitigating the risk of opioid abuse through a balanced undergraduate pain medicine curriculum. *J Pain Res, 6*, 791-801. doi: 10.2147/JPR.S47192 http://www.ncbi.nlm.nih.gov/pubmed/24353438

Murinson, B. B., Gordin, V., Flynn, S., Driver, L. C., Gallagher, R. M., Grabois, M., & Medical Student Education Sub-committee of the American Academy of Pain, M. (2013). Recommendations for a new curriculum in pain medicine for medical students: toward a career distinguished by competence and compassion. *Pain Med, 14*(3), 345-350. doi: 10.1111/pme.12051 http://www.ncbi.nlm.nih.gov/pubmed/23387441

O'Connor, P. G., Nyquist, J. G., & McLellan, A. T. (2011). Integrating addiction medicine into graduate medical education in primary care: the time has come. *Ann Intern Med, 154*(1), 56-59. doi: 10.7326/0003-4819-154-1-201101040-00008 http://www.ncbi.nlm.nih.gov/pubmed/21200039

Parish, S. J., Ramaswamy, M., Stein, M. R., Kachur, E. K., & Arnsten, J. H. (2006). Teaching about Substance Abuse with Objective Structured Clinical Exams. *J Gen Intern Med, 21*(5), 453-459. doi: 10.1111/j.1525-1497.2006.00426.x http://www.ncbi.nlm.nih.gov/pubmed/16704387

Rockett, I. H., & Caine, E. D. (2015). Self-injury is the eighth leading cause of death in the united states: It is time to pay attention. *JAMA Psychiatry*, 1-2. http://dx.doi.org/10.1001/jamapsychiatry.2015.1418

Savage, S. R., Kirsh, K. L., & Passik, S. D. (2008). Challenges in using opioids to treat pain in persons with substance use disorders. *Addict Sci Clin Pract, 4*(2), 4-25. http://www.ncbi.nlm.nih.gov/pubmed/18497713

Seale, J. P., Shellenberger, S., & Clark, D. C. (2010). Providing competency-based family medicine residency training in substance abuse in the new millennium: a model curriculum. *BMC Med Educ, 10*, 33. doi: 10.1186/1472-6920-10-33 http://www.ncbi.nlm.nih.gov/pubmed/20459842

Wachholtz, A., Foster, S., & Cheatle, M. (2015). Psychophysiology of pain and opioid use: implications for managing pain in patients with an opioid use disorder. *Drug Alcohol Depend, 146*, 1-6. doi: 10.1016/j.drugalcdep.2014.10.023 http://www.ncbi.nlm.nih.gov/pubmed/25468815

Wachholtz, A., Gonzalez, G., Boyer, E., Naqvi, Z. N., Rosenbaum, C., & Ziedonis, D. (2011). Intersection of chronic pain treatment and opioid analgesic misuse: causes, treatments, and policy strategies. *Subst Abuse Rehabil, 2*, 145-162. doi: 10.2147/SAR.S12944 http://www.ncbi.nlm.nih.gov/pubmed/24474854

Webster, L. R., & Webster, R. M. (2005). Predicting aberrant behaviors in opioid-treated patients: preliminary validation of the Opioid Risk Tool. *Pain Med, 6*(6), 432-442. doi: 10.1111/j.1526-4637.2005.00072.x http://www.ncbi.nlm.nih.gov/pubmed/16336480

**Karen Antman, MD**

Provost, Boston University Medical Campus

Dean, Boston University School of Medicine

**Kavita Babu, MD**

Emergency Medicine/Toxicology Fellowship Director,

 Associate Professor, Emergency Medicine,

University of Massachusetts Medical School

**Commissioner Monica Bharel, MD, MPH**

Massachusetts Department of Public Health

**Jeff Baxter, MD**

Chief Medical Officer, Spectrum Health Systems

Associate Professor, Family Medicine and Community Health, University of Massachusetts Medical School

**Lisa Beittel**

Assistant Dean for Administration,

Chief of Staff, Office of the Dean,

Provost and Executive Deputy Chancellor,

Instructor in
Psychiatry,

University of Massachusetts Medical School

**Harris Berman, MD**

Dean, Tufts University School of Medicine

Professor of Medicine,

Professor of Public Health and Community Medicine,

Tufts University School of Medicine

**Ylisabyth Bradshaw, DO, MS**

Academic Director of Pain Research, Education and Policy Program,

Assistant Professor, Public Health and
Community Medicine,

Tufts University School of Medicine

**Daniel Carr, MD**

Professor of Public Health and Community Medicine,

Professor of Anesthesiology and Medicine

Program Director, Pain, Research, Education, and Policy Program,

Tufts University School of Medicine

**Dennis M. Dimitri, MD, FAAFP**

President, Massachusetts Medical Society

Clinical Associate Professor and Vice Chair,

Department of Family Medicine & Community Health,

University of Massachusetts Medical School

**Henry L. Dorkin, MD**

Vice President, Massachusetts Medical Society

Clinical Chief, Division of Respiratory Diseases,

Boston Children’s Hospital

Associate Professor of Pediatrics, Harvard Medical School

**Scott K. Epstein, MD**

Dean for Educational Affairs,

Professor of Medicine,

Tufts University School of Medicine

**Melissa A. Fischer, MD, MEd**

Associate Dean for Undergraduate Medical Education,

Associate Professor Internal Medicine,

University of Massachusetts Medical School

**Jeffrey S. Flier, MD**

Dean, Faculty of Medicine,

George C. Reisman Professor of Medicine,

Harvard Medical School

**Terence R. Flotte, MD**

Dean, Provost, and Executive Deputy Chancellor,
The Celia and Isaac Haidak Professor of Medical Education,

University of Massachusetts Medical School

**James S. Gessner, MD**

President-Elect, Massachusetts Medical Society

Chairman, Department of Anesthesia, Lemuel Shattuck Hospital

**Gerardo Gonzalez, MD**

Director, Division of Addiction Psychiatry,

Director, Department of Psychiatry

Program Director, Addiction Psychiatry Fellowship,

Associate Professor of Psychiatry,

University of Massachusetts Medical School

**Todd Griswold, MD**

Director, Medical Student Education in Psychiatry,

Assistant Professor of Psychiatry,

Harvard Medical School

**Anna DePold Hohler, MD**

Assistant Dean, Office of Clinical and Strategic Affiliations,

Associate Professor of Neurology,

Boston University School of Medicine

**Doug Hughes, MD**

Associate Dean, Academic Affairs,

Chair, Clinical Curriculum,

Boston University School of Medicine

**Daniel Mullin, PsyD, MPH**

Associate Director, Center for Integrated Primary Care,

Assistant Professor,

Family Medicine and Community Health,

University of Massachusetts Medical School

**Emmanuel N. Pothos, PhD**

Associate Professor,

Department of Integrative Physiology and Pathobiology,

Program Director, Graduate Program in Pharmacology and Experimental Therapeutics,

Sackler School of Graduate Biomedical Sciences,

Course Director, Principles of Addiction Medicine,

Tufts University School of Medicine

**Michele Pugnaire, MD**

Senior Associate Dean Educational Affairs,

Professor of Family Medicine and Community Health,

University of Massachusetts Medical School

**Jennifer Reidy, MD, MS, FAAHPM**

Co-Chief, Division of Palliative Care, UMass Memorial Medical Center

Assistant Professor, Medicine and Family Medicine,

University of Massachusetts Medical School

**Joji Suzuki, MD**

Director, Division of Addiction Psychiatry,

Director of Addictions Education,

Brigham and Women’s Hospital
Assistant Professor of Psychiatry,

Harvard Medical School

**Sarah Wakeman, MD**

Medical Director for Substance Use Disorders,

Massachusetts General Hospital Center for Community Health Improvement,

Instructor in Medicine,

Harvard Medical School