

Creating Healthy Work Environments VIRTUAL 2021

Addressing the Opioid Treatment Gap With an Interprofessional Team Approach

Diane K. Brown, PhD, MSN

School of Nursing, The University of Akron, Akron, OH, USA

Rikki Patton, PhD, Counseling

College of Health Professions, The University of Akron, Akron, OH, USA

Jennifer Drost, DO, MPH

Department of Geriatrics, Summa Health System, Akron, OH, USA

Susan Hazelett, MS, BSN

Research, Summa Health, Akron, OH, USA

Purpose: Of the more than 70,000 people who died of an overdose in 2017 in the United States, 68% involved opioid drugs, prescription or illicit (<https://www.cdc.gov/opioids/strategy.html>). Opioid overdose has seen a steady increase in every age group in the US, despite the attention given by national initiatives and public awareness. The Bureau of Labor Statistics (2019) estimates a 22% increase in the need for health professionals trained to treat substance use disorders. The purpose of this study is to address this treatment gap by designing an effective interprofessional team approach training for current providers to treat opioid use.

Methods: We developed a training curriculum to educate primary care providers regarding opioid use in older adults using an interprofessional team approach. Our design incorporated a variety of teaching styles with an emphasis on active learning and application using standardized patient simulation. Our training included in person didactics, an interprofessional team care planning process with a standardized patient caregiver, and debriefing. Our learning objectives were to increase knowledge, skills and attitudes of our learners related to opioid related topics and interprofessional collaborative competencies. Major didactic topic areas included opioid misuse types, prevalence, biopsychosocial factors, a team approach to prevention, assessment, treatment, and care management, as well as principles of pain management, and hazards of withdrawal delivered by a multidisciplinary team from medicine, pharmacy, social work, counseling and nursing. Outcomes were measured pre and post education using the 21-item Interprofessional Collaborative Competencies Attainment Survey (ICCAS) (Archibald, Trumpower & MacDonald, 2014), and post event with a quantitative and qualitative satisfaction survey.

Results: We trained 143 professionals at three events across a Midwest state from nursing, social work, counseling, pharmacy, speech therapy and other providers. Matched pre post data ($n = 50$) were compared with a paired t -test, and revealed a 10 point increase in the total ICCAS score ($p = 0.02$). Subscale comparisons that also showed statistically significant increases were Roles and Responsibilities ($p = 0.018$), Collaborative Patient/Family-Centered Approach ($p = 0.015$), and Team Functioning ($p = 0.001$). Results of the satisfaction survey, on a 5-point scale with higher scores indicating more satisfaction, showed an average total score of 3.96 at the first event, and increasing to 4.32 by the third event following rapid cycle quality improvement

(RCQI). Qualitative comments were primarily positive, with RCQI changes made based on feedback.

Conclusion: Opioid use in the United States is a current and relevant issue for primary care providers to assess and treat effectively in a variety of settings. An interprofessional team approach allows the strengths of each discipline to complement one another for the benefit of patients affected by opioid use, misuse, or overdose. Effective training using a team approach to opioid-related care can meet the needs of current health providers and ensure better patient outcomes. Our design is easily replicated for increasing the number of health providers in our work force trained for opioid issues.

Title:

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Keywords:

Collaborative practice, Interprofessional education and Teamwork

Abstract Summary:

Opioid overdose has seen a steady increase in every age group in the US, despite the attention given by national initiatives and public awareness confirming the need for effective training protocols. We will describe our interprofessional education team approach, and provide evidence of effectiveness in building interprofessional collaborative competencies.

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First Primary Presenting Author

Primary Presenting Author

Diane K. Brown, PhD, MSN
The University of Akron
School of Nursing
Assistant Professor
Akron, Ohio
USA

Author Summary: Diane Brown is an Assistant Professor at the University of Akron, Ohio, School of Nursing. She is currently working on two HRSA-funded grants for the development of interprofessional education related to substance use disorder, and care of older adults. She has multiple publications and presentations on topics related to simulation and interprofessional education in healthcare.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Rikki Patton, PhD, Counseling
The University of Akron
College of Health Professions
Associate Professor
Akron, Ohio
USA

Author Summary: Rikki Patton PhD, IMFT-S is an Associate Professor the University of Akron in the College of Health Professions. She has extensive clinical and scholarly experience in the relational-systemic understanding of Substance Use Disorders, including serving as Principal Investigator on two SAMHSA-HRSA grants and as a Co-investigator on a collaborative HRSA grant with Northeast Ohio College of Medicine and Pharmacy related to substance use.

Third Author

Jennifer Drost, DO, MPH
Summa Health System
Department of Geriatrics
Physician, Geriatric Health
Akron, Ohio
USA

Author Summary: Dr. Jennifer Drost is a board-certified geriatrician and palliative care physician. Her professional focus has been on promoting geriatric patient-centered care through interprofessional collaboration. She is the project director for the Summa HRSA GWEP project being presented that focuses on geriatric education and interprofessional team practice. Dr. Drost serves as the Home Base Primary Care Medical Director where she routinely provides home visits for frail older adults and their families.

Fourth Author

Susan Hazelett, MS, BSN, RN
Summa Health
Research
Manager, Senior Institute Research
Akron, Ohio
USA

Author Summary: Susan has a 25 year history as co-investigator and project manager on a number of federally funded trials including NIH and AHRQ, as well as a number of smaller foundation grants. Her work has focused on randomized trials of models of comprehensive care management for low-income elderly patients with chronic illnesses. These models all center on interprofessional teamwork and integration of healthcare and community-based providers.