

Integrating Addiction Medicine Treatment into Psychiatry Rotation Curriculum

University of Arkansas for Medical Sciences

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This curriculum was designed for 3rd year medical students during their Psychiatry Rotation at the University of Arkansas for Medical Sciences.

*Developed for COPE Addiction Medicine Curriculum Challenge 2.0

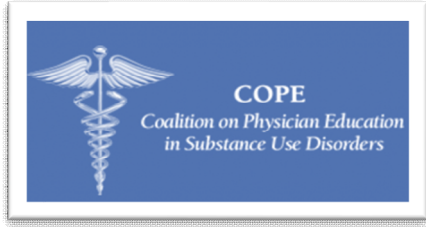
Table of Contents

Title Page [1](#)

Table of Contents [2](#)

Curriculum Template [3](#)

Learning Session: TBL [5](#)



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ABSTRACT:

Substance use disorder (SUD) is a chronic and manageable disease and not a matter of morality. Patients with substance use disorders face stigma from the healthcare system, leading to worse health outcomes. This includes the language we use when discussing SUD. During their MS3 Psychiatry rotation students will identify their own personal biases and learn to treat patients with respect.

DESIRED RESULTS:

As a result of this curriculum, students will:

- Decrease healthcare stigma for patients with SUD
- Identify their unconscious biases
- Demonstrate treating patients with respect, openness and curiosity by using person-first and destigmatizing language
- Name the DSM-5 criteria for diagnosis and severity of Substance Use Disorder

DETERMINE ACCEPTABLE EVIDENCE TO ASSESS LEARNING:

- *Formative:* The attending will administer the Modified Brief SUD Attitude Survey (modified version of the Substance Abuse Attitude Survey by Michigan State University to remove stigmatizing language) at the beginning of the rotation. During their time in the clinic, students will receive informal verbal feedback from the attendings.
- *Summative:* The attending will administer the Modified Brief SUD Attitude Survey (modified version of the Substance Abuse Attitude Survey by Michigan State University to remove stigmatizing language) at the end of the rotation. Additionally, the attending will obtain written anonymous feedback at the end of the rotation. (via Ticket to Ride) to adjust the curriculum as needed.

LEARNING EXPERIENCES:

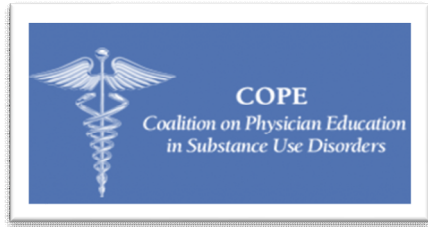
Medical students will participate in a SUD team-based learning (TBL, group second test, focused on board questions and adding a separate section on destigmatizing language), complete an interactive online course on SUD, review an article on stigmatizing language, attend an open recovery meeting (AA, MARA, SMART), and spend one-half day in an outpatient MOUD or MAUD clinic.

POST IMPLEMENTATION:

The attending and other team leaders analyze the summative results of the Modified Brief SUD Attitude Survey and the written anonymous feedback collected at the end of the rotation (via Ticket to Ride or other evaluation collection method) to adjust the curriculum as needed. After the Modified Brief SUD Attitude Survey is repeated and evidence of student learning is collected, this evidence will be used to guide future teaching activities about SUD. If it is determined that the implemented learning sessions and activities did not elicit the desired results, the implementation will be reassessed to establish a more effective way to obtain the expected results. However, if it is determined that students are already equipped with the knowledge of SUD stigmatization and person-first language, this information will be used to change focus to other aspects of addiction care.

REFERENCES/RESOURCES:

1. Van Boekel LC, Brouwers EP, van Weeghal J, Garretsen HF. Stigma among health professionals towards patients with substance use disorders and its consequences for healthcare delivery: a systematic review. *Drug Alcohol Depend* 2013; 131:23–35.
2. Kelly JF, Westerhoff C. Does it matter how we refer to individuals with substance-related problems? A randomized study with two commonly used terms. *Int J Drug Policy* 2010; 21:202–207.
3. Kelly JF, Dow SJ, Westerhoff C. Does our choice of substance-related terms influence perceptions of treatment need? An empirical investigation with two commonly used terms. *J Drug Issues* 2010; 40:805–818.
4. Zgierska AE, Miller MM, Rabago DP, Hilliard F, McCarthy P, Cowan P, Salsitz EA. Language matters: it is time we change how we talk about addiction and its treatment. *Journal of Addiction Medicine*. 2021 Jan 1;15(1):10-2.
5. Shi HD, McKee SA, Cosgrove KP. Why language matters in alcohol research: Reducing stigma. *Alcoholism: Clinical and Experimental Research*. 2022 Jun;46(6):1103-9.
6. Chappel, John N., Tracy L. Veach, and Ronald S. Krug. "The substance abuse attitude survey: an instrument for measuring attitudes." *Journal of studies on alcohol* 46.1 (1985): 48-52.



Integrating Addiction Medicine Treatment into the Psychiatry Rotation Learning Session Design

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Pre-work:

- Assign students to read before the learning sessions begin this article on effects of stigmatizing language (Kelly JF, Westerhoff C. *Does it matter how we refer to individuals with substance-related problems? A randomized study with two commonly used terms.* Int J Drug Policy 2010; 21:202–207).
- Complete Shatterproof course (<https://justfive.org/uams/>) (30 minutes to an hour). Contains pre- and post-survey as well as interactive points and videos, composed of 6 sections regarding substance use treatment with each section containing 2-3 questions. This is completed online and has pre- and post- survey as well as interactive points and videos. The sections are: the science of addiction; are you at risk; the danger of opioids; signs, symptoms, and treatment; how you can help; and the gift of recovery. This course will be accessible to students throughout the rotation; however, it is encouraged students complete it before their clinical experience in the outpatient clinic.

OPEN THE SESSION:

- Welcome learners/ Overview session agenda
- Introduce Learning Objectives: As a result of this session, learners will be able to ...
 - Decrease healthcare stigma for patients with SUD
 - Identify their unconscious biases
 - Demonstrate treating patients with respect , openness and curiosity by using person-first and destigmatizing language
 - Name the DSM-5 criteria for diagnosis and severity of Substance Use Disorder

ASSESS/ ACTIVATE LEARNERS' PRIOR KNOWLEDGE:

- Ask, "What comes to mind when you think about people who are addicted to a substance?"
- Show a brief video to engage students: [Language Matters](#) (3 minutes) or [Shaming the Sick: Substance Use and Stigma](#) (19 minutes)
- Ask, "What questions do you have about people with substance use problems?"

DEEPEN LEARNING:

- Team-Based Learning <TBL> (2 hours). A Core Psychiatry Faculty leads the TBL and discussion. Core faculty answer 12 questions individually, then answer the same questions in a group of 4-5 students (group second test), then discuss the answers with other faculty and students. The students then engage in patient-based questions regarding destigmatizing language.
 - Here is a suggested TBL format:
 - a. Introduction (10 minutes)
 - b. iRAT (20 minutes)
 - c. tRAT (15 minutes)
 - d. Clarifications (15 minutes)
 - e. Application Exercises (20 minutes)
 - f. Facilitated Discussion (25 minutes)
 - g. Closing (15 minutes)
 - Sample TBL
 - a. [A Novel Team-Based Learning Approach for an Internal Medicine Residency: Medication-Assisted Treatments for Substance Use Disorders | MedEdPORTAL](#)
- Addiction Clinic: A half day (4 hours) with a faculty member. One-on-one time with faculty to learn more about outpatient care and engage in informal learning. Students see destigmatizing and person-first language in use by the attending and interview patients engaged in recovery. If there is downtime in the clinic, the student may have an opportunity to practice presenting a mock patient using destigmatizing language.
- Encourage inquiry and curiosity; model through Socratic questioning.
 - <http://www.umich.edu/~elements/fogler&gurmen/html/probsolv/strategy/cthinking.htm>

ASSESSMENT FOR LEARNING/ DEVELOP METACOGNITION/ ASSESSMENT OF LEARNING:

- Administer the Modified Brief SUD Attitude Survey (modified version of the Substance Abuse Attitude Survey by Michigan State University to remove stigmatizing language) at the beginning and end of the psychiatry rotation. Estimated 5 minutes in total. Hand a paper copy of the survey to students to complete during orientation at the beginning of the course and check-in at the end of the course with the Core Faculty.
- Review the Shatterproof course pre- and post- survey as well as interactive points and videos. Discuss with students their own thinking and their learning process.
- Comment on student's rotation assessment document regarding the student's knowledge, skills, and attitudes.

CLOSE SESSION:

- Debrief the session with the student.
- Refer to intended learning objectives to elicit student feedback on whether the learning objectives were met.
- Thank them for participating.