

Substance Abuse Education and Assistance SIG

Substance Abuse Education in 2009

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Leading the REVOLUTION 2009 Annual Meeting and Seminars **AACP**

Objectives

- Describe the results from a 2009 survey of pharmacy course content in substance/dependence.
- Compare and contrast the result differences with the Baldwin 1994¹ publication.
 - Baldwin JN, Dole EJ, Levine PJ, et al. Survey of pharmacy abuse substance course content. *Am J Pharm Ed*, 1994 (Winter);58:47S-52S.
- Engage participants in discussion of classroom techniques currently used at their institution to deliver education about substance abuse/dependence.

¹ (B:) refers to results from this 1993-4 study. Most results are not comparable.

Leading the REVOLUTION 2009 Annual Meeting and Seminars **AACP**

Operational Objectives

- Present the *interim* results of the survey to identify the type and nature of addiction and substance abuse education in schools and colleges of pharmacy.
- Discuss lots of good stuff!

Background

- Opening glitch.
- AACP Curriculum Chairs list (N=96)
- 35 missing schools
- 131 contacts
 - Multiple contacts (same school)
 - Canadian schools
- As of 7/14/09 – 56 complete responses

Schools not included on AACP Curriculum List

- Auburn
- UCSF
- USC
- Florida A&M
- Florida
- South
- Hawaii at Hilo
- Midwestern – Chicago
- Butler
- Xavier of Louisiana
- Mississippi
- St. Johns
- Albany
- Campbell
- North Carolina
- Northeastern Ohio
- Oklahoma
- Lake Erie
- USP (PCP)
- Wilkes
- Puerto Rico
- East Tennessee State
- Texas Tech
- Houston
- Utah
- Shenandoah
- Washington
- Washington State
- Wisconsin
- Wyoming
- California Northstate
- Union
- Nova Southeastern
- Massachusetts - Boston
- Massachusetts – Worcester

Q1: A document entitled "Curricular Guidelines for Pharmacy Education: Substance Abuse and Addictive Disease", was published in the *Am J Pharm Educ.* 1991;55:311-16. Have you seen this document before?

Response	Frequency	Count
Yes	25.0% B: 66%	14
No	75.0%	42

Q2: To what degree do you believe that your school/college has adopted these guidelines within your curriculum?

Response	Frequency	Count
Not at all.	0.0%	0
20%	0.0%	0
40%	8.7%	2
60%	13.0%	3
80%	0.0%	0
100%	13.0%	3
I do not know.	65.2%	15

B: 81% of schools adopted 50% of the material

Q3: Does your college/school have a required course on substance abuse and/or addictive disease?

Response	Frequency	Count
Yes	17.9%	10
No	82.1%	46

Q4: How many credit hours is this required course?

Response	Frequency	Count
1 credit hour	18.2%	2
2 credit hours	45.5%	5
3 credit hours	0.0%	0
Other	36.4%	4

Q5: Does your college/school have elective courses (1 or more) on substance abuse and/or addictive diseases?

Response	Frequency	Count
Yes	64.3%	36
No	35.7%	20

Q6: How many credit hours is this course or courses in total?

Response	Frequency	Count
1 credit hour	16.2%	6
2 credit hours	51.4%	19
3 credit hours	21.6%	8
4 credit hours	8.1%	3
5 or more credit hours	2.7%	1

Q7: Do you have lecture hours on substance abuse and/or addictive diseases embedded in other courses or anywhere else within the required curriculum?

Response	Frequency	Count
Yes	94.6%	53
No	5.4%	3

Q8: How many lecture hours on substance abuse and/or addictive diseases is embedded in other courses or anywhere else within the required curriculum?

Response	Frequency	Count
1-2	13.5%	7
3-4	34.6%	18
5-6	26.9%	14
7-8	17.3%	9
9+	7.7%	4

Q9: My college/school provides live (not just printed) information on substance abuse and addictive disease outside of courses.

Response	Frequency	Count
Yes	46.4%	26
No	53.6%	30

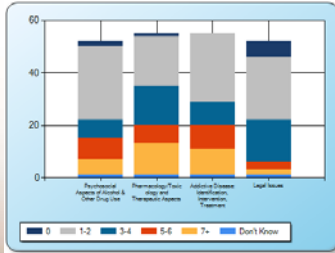
Q10: How many hours per year does your college/school provide live information on substance abuse and addictive disease outside of courses?

Response	Frequency	Count
0	3.7%	1
1	29.6%	8
2	22.2%	6
3	14.8%	4
4	7.4%	2
5+	22.2%	6

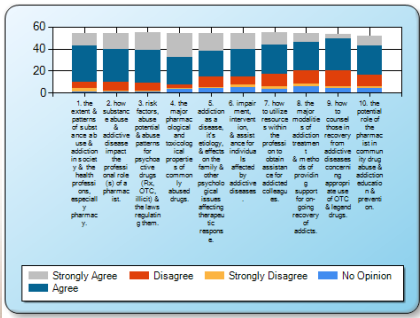
Q11: Select the total number of contact hours each of the following four course areas is covered in your curriculum regardless of where it is covered. (Contact Hours)

Median # of hours:

- 1-2 Psychosocial
- 3-4 Pharmacology/Toxic
- 1-2 Addictive disease, ID, Intervention, Tx.
- 1-2 Legal issues



Q12: For each of the ten goals listed in the "Guidelines", please answer the question listed below. The term "Substance abuse" refers to drugs and alcohol. Items 1-10 have been edited for brevity and space. At the time of graduation, students in my college/school are very knowledgeable about....."



Q14: Are there other areas covered within your program?
Please list them in the boxes below?

Response >>> 27

- Impact of addiction on the family
- Presentations by recovering alcoholics and drug addicts
- How to use community resources to assist those with addictions
- Effects of addictions on medical compliance
- Drug Dependence and Abuse
- Defenses
- Economic costs of addiction
- Tracking Drug Diversion
- What about the Family
- Gambling addiction

Q14: Are there other areas covered within your program?
Please list them in the boxes below?

Response

- Fetal effects of substance abuse
- Acute Emergencies associated with substance abuse
- The Recovery Contract
- Returning to Practice
- Drug use on campus (presented by a campus police officer)
- Drugs in music and arts
- Incorporation of Wellness into Relapse Prevention
- 12-hour course on Smoking
- Police presentation of "street scene" in our community
- Opioid Addiction Treatment

Q14: Are there other areas covered within your program?
Please list them in the boxes below?

Response

- Co-morbidities
- Alcohol dependence and withdrawal
- Drug Testing
- State Board Hearings
- Use of drug dogs (canine officer)
- Sources of drugs of abuse
- Community Service: Educate public and elementary school age students about drug abuse/addiction (health fair, PharmD students teach at an elementary school, PharmD students teach at a summer day camp)

Q15: Do you have one or more required textbooks?

Response	Frequency	Count
Yes	21.4%	12
No	73.2%	41
Don't know	5.4%	3

Q16: List the author(s) and titles of required textbooks in the boxes below.

Response	N
Uppers, Downers, All Arounders - Inaba & Cohen	3
Pharmacotherapy – Dipiro	3
Applied Therapeutics – Young & Koda-Kimble	2
Johnny Cash Autobiography - Johnny Cash	2
Learning to Live Again by Miller, Gorski, & Miller	2
Drugs, Society & Human Behavior - Hart, Ksir & Ray	1
The Pharmacological Basis of Therapeutics - Goodman & Gillman	1

Q17: If the "Guidelines" were to be revised, what suggestions would you make? (Feel free to be as descriptive as possible.)

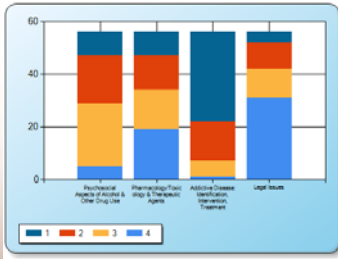
Response
Make it a required course
Drugs of Abuse and addiction course should be required.
Initial steps to work with community or health-system
Increased attention on codependence
Update and republish
Update reference information
Employment opportunities for pharmacists who specialize in substance abuse education
More resource information for professionals
Newer drugs of abuse

Q18: Are the students in your college/school involved in substance abuse education in the community?

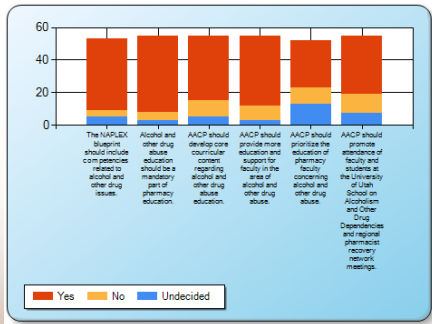
Response	Frequency	Count
Yes	54.5% B: 33%	30
No	45.5%	25

Q19: If education for faculty were made available through AACP, place the following four topical areas in rank order of importance for your college/school faculty. (1 is most important, 4 is least important.)

- 1 = Addictive Disease, Identification, Intervention, Treatment.
- 2 = Psychosocial Aspects of Alcohol & Other Drug Use.
- 3 = Pharmacology & Toxicology & Therapeutic Agents.
- 4 = Legal Issues.



Q20: Do you agree or disagree with each of the following statements?



Q20. Do you agree or disagree with each of the following statements? (Yes No Undecided)

- The NAPLEX blueprint should include competencies related to alcohol and other drug issues.
- Alcohol and other drug abuse education should be a mandatory part of pharmacy education.
- AACP should develop core curricular content regarding alcohol and other drug abuse education.
- AACP should provide more education and support for faculty in the area of alcohol and other drug abuse.
- AACP should prioritize the education of pharmacy faculty concerning alcohol and other drug abuse.
- AACP should promote attendance of faculty and students at the University of Utah School on Alcoholism and Other Drug Dependencies and regional pharmacist recovery network meetings.

Q21: Do you have a student assistance program/process within your college/school?

Response	Frequency	Count
Yes	67.3%	37
No	16.4%	9
Don't Know	16.4%	9

Q22: Have any of faculty at your college/school attended the University of Utah School on Alcoholism and Other Drug Dependencies?

Response	Frequency	Count
Yes	50.0% B: 70%	28
No	17.9%	10
Don't know	32.1%	18

Data Collection Issues

- Diversity of content: (examples)
 - History & societal factors (history/sociology)
 - Prevention & Education (public health)
 - Drugs of abuse (pharmacology/toxicology)
 - Addictive diseases
 - pathophysiology
 - psychology
 - intervention
 - Drug Treatment (therapeutics)
 - Nondrug treatment (12-step programs)
 - Legal & Practice issues (law & ethics)

AN INNOVATIVE APPROACH TO CHEMICAL DEPENDENCY EDUCATION IN OHIO COLLEGES OF PHARMACY

Instructor
D. Christopher Hart

EDUCATION DEVELOPMENT

- 2004-05 Developed the course
"Chemical Dependency & the Pharmacist"
- Sept 2005 Ohio Northern University
- Jan 2007 Findlay University
- Oct 2008 NEOUCOP
- Jan 2009 Ohio State University
- May 2009 Toledo University

PURPOSE

One out of six pharmacists will have a problem with chemical dependency some time in his/her career. We believe that additional education in the college of pharmacy may help in reversing this trend. The objective of this course is to educate pharmacy students to the dangers of chemical dependency in the profession of pharmacy, thus enabling them to identify and avoid this life-threatening occupational hazard of pharmacy

SYLLABUS

Based on 10 weeks of class

Two hour class period

Class # 1

- OPENING DISCUSSION
Introduction of projects, final, attendance and grading policy and syllabus
- MY LIFE AS AN ADDICT
Instructor shares his story of chemical dependency

Class # 2

- THE DISEASE OF CHEMICAL DEPENDENCY & MODELS OF ADDICTION

Discussion of why chemical dependency is a primary, chronic, progressive and potentially fatal disease, including primary and secondary symptoms

Explanation of various models used in treatment over the years

- THE NEUROBIOLOGY OF DRUG ADDICTION

Examination of the role of neurotransmitters in chemical dependency

Class # 3

- PHARMACISTS AT RISK

Description of various factors (professional, environmental, genetic and personal) that endanger the pharmacist to chemical dependency

- INTERVENTION

Summary of tell-tale signs of pharmacist impairment, security tactics for the detecting the addicted pharmacist and employer attitudes

Class # 4

- THE IMPAIRED PHARMACIST AND THE STATE BOARD OF PHARMACY

Presentation of the pharmacy board's view of pharmacist impairment and actions taken to protect the public while encouraging recovery

- EMOTIONS AND WITHDRAWAL

Discussion of the emotions of the impaired pharmacist during active use and after intervention and withdrawal symptoms of various classes of mood-altering substances

Class # 5

- CONSEQUENCES OF ADDICTION

Examination of several consequences of the disease of chemical dependency

- Professional- Licensure and OIG
- Legal- Felony convictions and incarceration
- Personal- Finances and relationships

- TREATMENT, AFTERCARE AND DEFENSES

Explanation of chemical dependency treatment including: goals, tasks, daily schedules, physical setting, length of treatment and cost

Describes aftercare programs (especially those for health care professionals)

Illustrates various defenses used by chemically dependent individuals to avoid or delay treatment

Class # 6

- WHAT ABOUT THE FAMILY

Commentary by a spouse concerning the effect of the disease on the family

- 12 STEPS TO RECOVERY

Discussion of several 12-steps programs including history, how they work, types of meetings, and meeting itinerary

Detailed examination of each of the steps

Class # 7

- THE RECOVERY CONTRACT

Examination of the recovery contract signed by the impaired pharmacist including: length of contract, meeting attendance, drug screens, fees and advocacy

Class # 8

- PHARMACIST RECOVERY NETWORK (PRN)

Presentation by the state PRN organization concerning advocacy, monitoring and support

- BOARD HEARINGS

Description of a state board of pharmacy hearing for an impaired pharmacist, including: procedures, evidence to present, testimony and outcomes

Class # 9

- EARLY RECOVERY ACTIVITIES

Summary of activities experienced in early recovery including: meeting attendance, volunteer work and alternate employment

- RETURNING TO PRACTICE

Answers questions concerning returning to practice focusing on such areas as the interview, disclosure of the disease, concerns about returning to "the candy store" and other ethical issues

- RELAPSE PREVENTION

Examination of signs of relapse with emphasis on how to recognize and prevent them

Class # 10

- PERSONAL STORIES

Two pharmacists in recovery share their experience, strength and hope. One is a woman and the other is a younger person so students can see this disease does not discriminate by sex or age. Students will be able to recognize all the common "threads" of chemical dependency that are woven into each person's saga.

OTHER PRESENTERS

- State Pharmacy Board Members
- Compliance Agents
- Attorneys
- Anti-Diversion Experts
- Treatment Providers

NUTS & BOLTS

- Class sessions
Once a week, 2 hours
- Grading
Final 75% Projects 25%

STUDENT COMMENTS

- Made me realize that the “it can’t happen to me” thinking was a true fallacy.
- One lecture is not enough. It is too easy to forget. But this class leaves a lasting impression.
- The class made me realize someone I am close to was having the same emotions and signs of being impaired.

WHAT'S NEXT

- Developing an online version
 - December 2009
- Offering 1 or 2 day seminars to colleges of pharmacy

CONCLUSION

- Chemical dependency is a chronic, progressive disease that will affect 10% to 15% of all pharmacists.
- Education is the key to prevention.
- Students are eager to learn how to take care of themselves
- **WHAT'S HAPPENING IN YOUR STATE?**

CONTACT INFORMATION

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