

# EDUCATING HEALTHCARE PROVIDERS ON THE STIMULANT DRUG CRISIS ACROSS AMERICA



Anne Derouin, DNP, RN, CPNP, FAANP; Andrew Muzyk, Pharm D, MSE;  
Madeline Porter, BAS, ABSN Student; Katelyn Sowinski, BS, ABSN Student  
Duke University Health System • Durham, North Carolina

## INTRODUCTION

Opiate and stimulant drug use among adults is rampant in the United States, requiring a multi-prong approach from healthcare professionals. This poster highlights the innovative efforts Duke University has implemented to educate healthcare professionals and students to address the epidemic.

## OBJECTIVES

1. Present current strategies to educate health professionals and students about substance use treatment.
2. Discuss student-led activities to educate health professionals about stimulant-use crisis among youth.

## COURSE PURPOSE

- This month-long Psychiatry and Substance Use Disorder (SUD) course aims to provide knowledge and skills to combat the substance use epidemic in the US.
- Educational seminars that focus on specific mental health and substance use disorder topics, including stimulant medication abuse among young adults, suicide prevention, and substance use recovery.
- Enhances health professional students' ability to address the substance use epidemic with increased knowledge, skills, and attitudes to effectively care for patients and build cohesive teams for the future.

## INTERPROFESSIONAL PARTICIPANTS

- Medical students
- Pharmacy students
- Nursing students
- Physician assistant students
- Social work students



Image source: Scrubs Magazine

## STUDENT EVALUATIONS

"Learning in an IPE classroom is making me more confident in my clinical studies to talk to other [healthcare team] members."  
– Nursing student

"It's been so nice in this class to be able to have a conversation and work on cases with nursing students, med students, and social work students, because you can add on to each other. Patient care is not just one person's responsibility and it is not something like, "Where did it go wrong?" It is not on one person. It is a conversation that everyone has to have together that way of getting the best possible actionable information."  
– Pharmacy student

"It opened up a door interprofessionally because the med students would ask things like, "Well, I think we prescribed this particular handful of drugs, what do you think?" I was able to respond, "This or that drug is pretty good for this particular issue." Then the nursing students were able to add in their input about another relevant component of patient care."  
– Pharmacy student

## SIGNIFICANCE/RELEVANCE

The Opiate and substance-use epidemic has continued to grow in recent years. In the United States in 2016, approximately 20.1 million people aged 12 or older had a SUD, and the opioid epidemic resulted in 42,000 overdose deaths. Additionally, pediatric mental health conditions affect at least 1 in 5 children and teens. Healthcare students and professionals must be prepared to provide quality care to affected patients and work together in cohesive teams. Learning about the conditions as healthcare professional students improves the likelihood of working with effective teams in the future to reduce the epidemic.

## RESULTS

Table 2. Results for Pharmacy and Nursing Students' Responses on the Pre- and Post-Course SPICE-R2 Survey<sup>a</sup> (n = 25), Substance Use Disorders Course

| Domain                            | Pre-Course           | Post-Course          | Difference (Post – Pre) | P value <sup>b</sup> | Effect size |
|-----------------------------------|----------------------|----------------------|-------------------------|----------------------|-------------|
| <b>Total</b>                      |                      |                      |                         |                      |             |
| Mean (SD)                         | 42.28 (5.41)         | 45.00 (5.08)         | 2.52 (5.05)             |                      |             |
| Median (lower, upper quartile)    | 43.00 (39.00, 47.00) | 47.00 (42.00, 49.00) | 1.00 (0.00, 7.00)       | 0.020                | 0.499       |
| <b>Interprofessional teamwork</b> |                      |                      |                         |                      |             |
| Mean (SD)                         | 17.80 (2.47)         | 18.72 (2.25)         | 0.92 (2.29)             |                      |             |
| Median (lower, upper quartile)    | 18.00 (16.00, 20.00) | 20.00 (19.00, 20.00) | 0.00 (0.00, 2.00)       | 0.056                | N/A         |
| <b>Roles/Responsibilities</b>     |                      |                      |                         |                      |             |
| Mean (SD)                         | 11.40 (2.48)         | 12.60 (2.14)         | 1.20 (2.14)             |                      |             |
| Median (lower, upper quartile)    | 12.00 (9.00, 14.00)  | 13.00 (12.00, 14.00) | 1.00 (0.00, 2.00)       | 0.010                | 0.561       |
| <b>Patient outcomes</b>           |                      |                      |                         |                      |             |
| Mean (SD)                         | 13.28 (1.46)         | 13.68 (1.55)         | 0.40 (1.58)             |                      |             |
| Median (lower, upper quartile)    | 13.00 (12.00, 15.00) | 14.00 (13.00, 15.00) | 0.00 (0.00, 2.00)       | 0.218                | N/A         |

Abbreviations: SPICE-R2 Students Perceptions of Interprofessional Clinical Education – Revised2; SD, standard deviation; N/A, Not Applicable  
<sup>a</sup>The SPICE-R survey included 10 questions, with answers given on a five-point Likert scale, where 1 = strongly disagree and 5 = strongly agree. Each of the three domains contains a series of questions; interprofessional teamwork and team-based practice contains four questions, roles/responsibilities for collaborative care contains three questions, and patient outcomes from collaborative care contains three questions.  
<sup>b</sup>P value based on t-test of the null hypothesis that the mean difference is equal to zero.  
Effect size was calculated as the mean difference divided by the SD of the differences.

## REFERENCES

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