

Redefining pain + addiction

CREATION OF A STATEWIDE CURRICULUM

Public Health State of Emergency

On June 5, 2017, the Governor of Arizona declared a Public Health State of Emergency due to the Opioid Epidemic. More than two Arizonans were dying each day from an opioid overdose.

4 Meetings with Program Deans and Curriculum Representatives



Educational leaders from 18 Arizona undergraduate health educational programs (and registered nurse practitioner programs) gathered and agreed that a change in education must be made. Over the course of four meetings, best practices were shared and educational theories and national trends were reviewed. The group developed and systemically reviewed curriculum drafts for relevance and scope.

Developing a Modern Approach

The following foundations were established upon which to build a modern curriculum:

- The link between pain and addiction
- The flip to a macro-to-micro perspective on pain and addiction (a socio-psycho-biological model)
- The influence of the pharmaceutical industry on clinicians
- The introspection of clinicians and systems, both in personal biases and excellence of care

100% Arizona Program Participation in Curriculum Development

The University of Arizona – College of Medicine Phoenix
 The University of Arizona – College of Medicine Tucson
 Mayo Clinic School of Medicine – Arizona Campus
 Creighton University School of Medicine – Phoenix Regional Campus
 Midwestern University – Arizona College of Osteopathic Medicine
 A.T. Still University – School of Osteopathic Medicine in Arizona
 A.T. Still University – School of Dentistry & Oral Health in Arizona
 Midwestern University – Arizona School of Podiatric Medicine
 Northern Arizona University – Post-Master’s Family Nurse Practitioner
 Northern Arizona University – Doctor of Nursing Practice
 Grand Canyon University – College of Nursing and Health Care Professions
 Arizona State University – College of Nursing and Health Innovation
 Southwest College of Naturopathic Medicine and Health Sciences
 University of Phoenix – College of Health Professions
 A.T. Still University – Physician Assistants Program in Arizona
 Northern Arizona University – Physician Assistant Program
 Midwestern University – Arizona Physician Assistant Program
 University of Arizona – College of Nursing

THE ARIZONA PAIN AND ADDICTION CURRICULUM

VISION: To redefine pain and addiction as multidimensional, interrelated public health issues.

CORE COMPONENTS:

REDEFINE PAIN + ADDICTION

1	Define pain and addiction as multidimensional, public health problems.
2	Describe the environmental, healthcare systems and care model factors that have shaped the current opioid epidemic and approach to pain care.
3	Describe the interrelated nature of pain and opioid use disorder, including their neurobiology and the need for coordinated management.

APPLY AN EVIDENCE-BASED, WHOLE-PERSON APPROACH TO PAIN + ADDICTION

4	Use a socio-psycho-biological model to evaluate persons with pain and opioid use disorder.
5	Use a socio-psycho-biological model to develop a whole-person care plan and prevention strategies for persons with pain and/or opioid use disorder.
6	Reverse the medicalization of chronic pain by empowering persons with self-management strategies, and include an awareness of chemical coping.
7	Use and model language that destigmatizes addiction, reflects a whole-person perspective, builds a therapeutic alliance and promotes behavior change.

INTEGRATE CARE WITH A SYSTEMS PERSPECTIVE

8	Employ an integrated, team-based approach to pain and/or addiction care.
9	Engage family and social support in the care of pain and/or addiction.
10	Critically evaluate systems and seek evidence-based solutions that deliver quality care and reduce pharmaceutical influence in the treatment of pain and opioid use disorder.

NEXT STEPS

- Create a Faculty Guide, with further details, explanation and readings.
- Hold an Arizona Curriculum Summit, inviting faculty from all prescribing programs to strategize implementation.
- Collect standardized metrics from all programs (annually) and learners (after first + last years of training) for the next five years.