

Core Competencies to Address Opioid Use Disorder

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Indigenous Land Acknowledgement

We live and work on unceded ancestral lands of Indigenous people who were removed unjustly and that we, in our non-Native communities across the nation, are the beneficiaries of that removal. UCLA is a land grant institution on Tongva and Gabrielino land.

We offer respect for all Indigenous people and their sovereignty.


Whose land are you on?

Option 1: Text your zip code to 1-855-917-5263

Option 2: Enter your location at <https://native-land.ca>

Option 3: Access Native Land website via QR Code:





What we say and how we say it inspires the hope and belief that recovery is possible for everyone.

Affirming, respectful, and culturally-informed language promotes evidence-based care.

PEOPLE FIRST

Language Matters

in treatment, in conversation, in connection.



Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

National Immunization Awareness Month

#Ivax2Protect



National Immunization Awareness Month (NIAM) is an annual observance held in August to highlight the importance of vaccination for people of all ages. Together, we can help raise awareness about the importance of vaccination and encourage people to talk to a healthcare provider they trust about staying up to date on their vaccinations.



National Immunization Awareness Month

Overdose Awareness Week

August 26-31, 2024



#iOAD2024 August 31

#ENDOVERDOSE



Disclosures

None of the presenters, planners, or others in control of content for this educational activity have relevant financial relationships to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



The National Academy of Medicine's Core Competency Framework



Why is this needed?



BRIDGE PROFESSIONAL PRACTICE GAPS IN
SUD AND PAIN MANAGEMENT VARIABILITY IN
EDUCATION NEEDS AND REQUIREMENTS
ACROSS PROFESSIONS



PRIORITIZE MINIMUM CORE COMPETENCIES
FOR ALL HEALTH PROFESSIONALS



EVALUATION AND TRACKING OF
PROFESSIONAL COMPETENCE



Development process

- ▶ “Environmental Scan” and review of educational standards and criteria related to pain and substance use across disciplines
 - ▶ Professional societies (ASAM, ABAM, AMERSA, pharmacy, dentistry, oncology, psychology, pain)
 - ▶ Medical Schools
 - ▶ Dental Schools
 - ▶ Federal guidance (SAMHSA, DEA)



Key themes

- ▶ Education is evidence-based, biopsychosocial, and multidisciplinary
Acknowledge social determinants of health
- ▶ Pain and addiction are chronic diseases that require interprofessional team-based care
- ▶ Encourage clinicians to acknowledge stigma and bias related to pain and addiction



Gaps in criteria

- ▶ Health literacy, patient privacy, consent
- ▶ Patient expectations and treatment goals
- ▶ Addressing comorbidity
- ▶ Educating families/patients
- ▶ Recognizing negative bias and stigma

Overview of Competencies

- ▶ Emphasizes team-based care
- ▶ Supports innovation across health professions
- ▶ Focused on capacity to act effectively in complex, diverse, and variable situations



NAM's Core Competency Domains

Core Knowledge
Collaboration
Clinical Practice

Performance Domain: Core Knowledge

General Competency 1: Foundational Knowledge

General Competency 2: Applied Knowledge

Performance Domain: Collaboration

General Competency 3: Patient- and Family-Centered Practices

General Competency 4: Team-Based Care

Performance Domain: Clinical Practice

General Competency 5: Health Systems and Environment

General Competency 6: Professionalism

Holmboe, E., S. Singer, K. Chappell, K. Assadi, A. Salman, and the Education and Training Working Group of the National Academy of Medicine's Action Collaborative on Countering the U.S. Opioid Epidemic. 2022. The 3Cs Framework for Pain and Unhealthy Substance Use: Minimum Core Competencies for Interprofessional Education and Practice. NAM Perspectives. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/202206a>.



Core Knowledge

Foundational Knowledge

Pain, unhealthy substance use, comorbidities
Stigma - self, societal, clinician
Clinical practice guidelines and evidence-based practices

Applied Knowledge

Recognizing and assessing pain, risky substance use and SUD
Develop and apply intervention skills
Understand relationship between stigma and biases as related to disparities and inequities



Collaboration

Patient- and Family- Centered Practices

- Address individual and family needs/autonomy
- Recognize stigma - self, societal, clinician
- Focus on cultural competency and health equity
- Practice evidence-based communication, MI
- Be trauma-informed
- Share lived and living experience

Team- Based Care

- Understand roles in health care team
- Develop collaborative relationships across settings and professions
- Recognize and eliminate stigma against care teams
- Recognize consumers, families, caregivers as members of the team



Clinical Practice

Health Systems and Environment

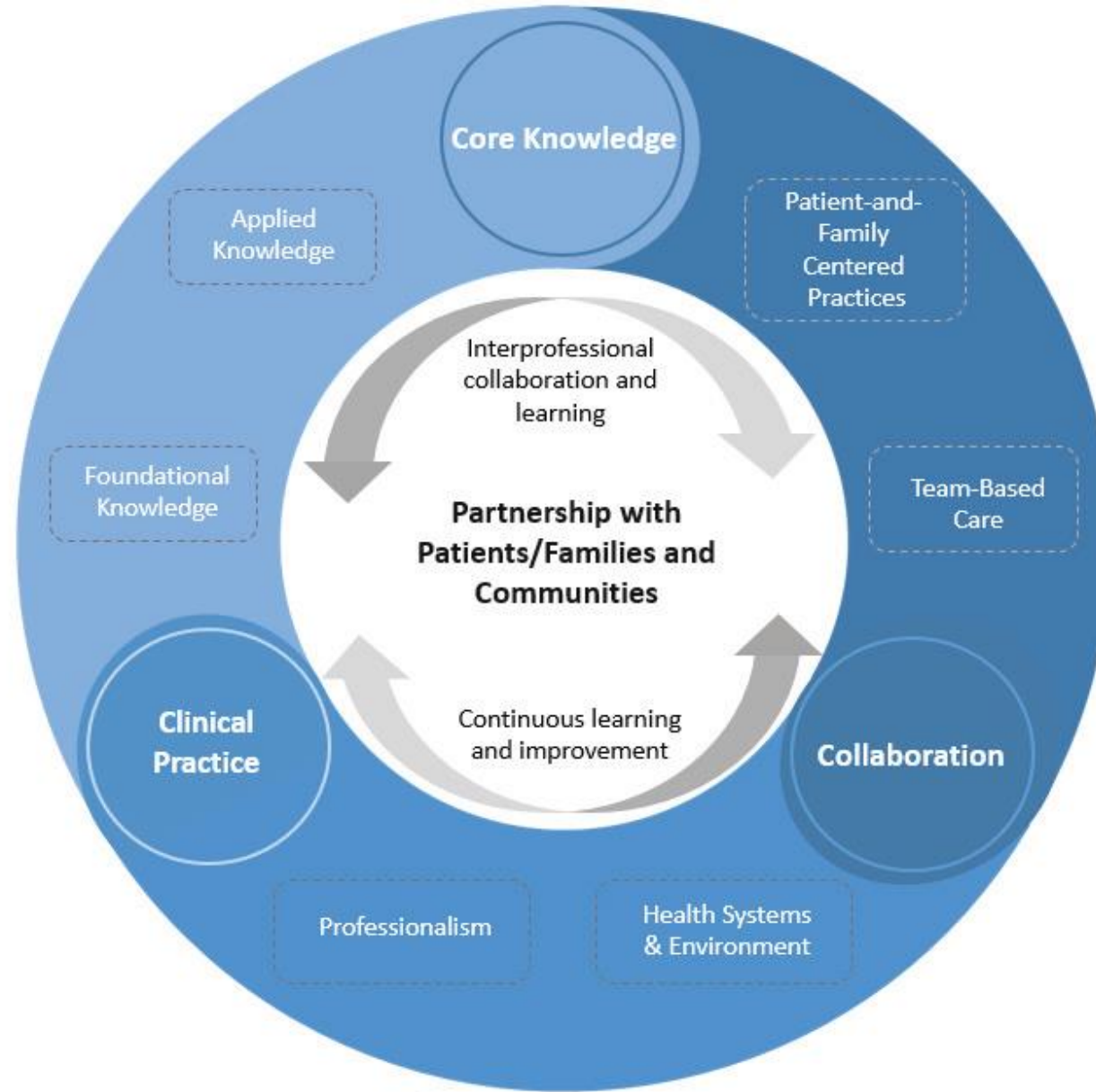
- Recognize social determinants of health, structural barriers
- Understand clinician-level stigma and impact
- Learn appropriate use of data, guidelines, resources
- Understand harm reduction

Professionalism

- Exercise self-care
- Engage in interprofessional CE that supports lifelong learning
- Address and reflect on implicit bias and attitudes
- Demonstrate compassion, empathy and support; meet patients where they are

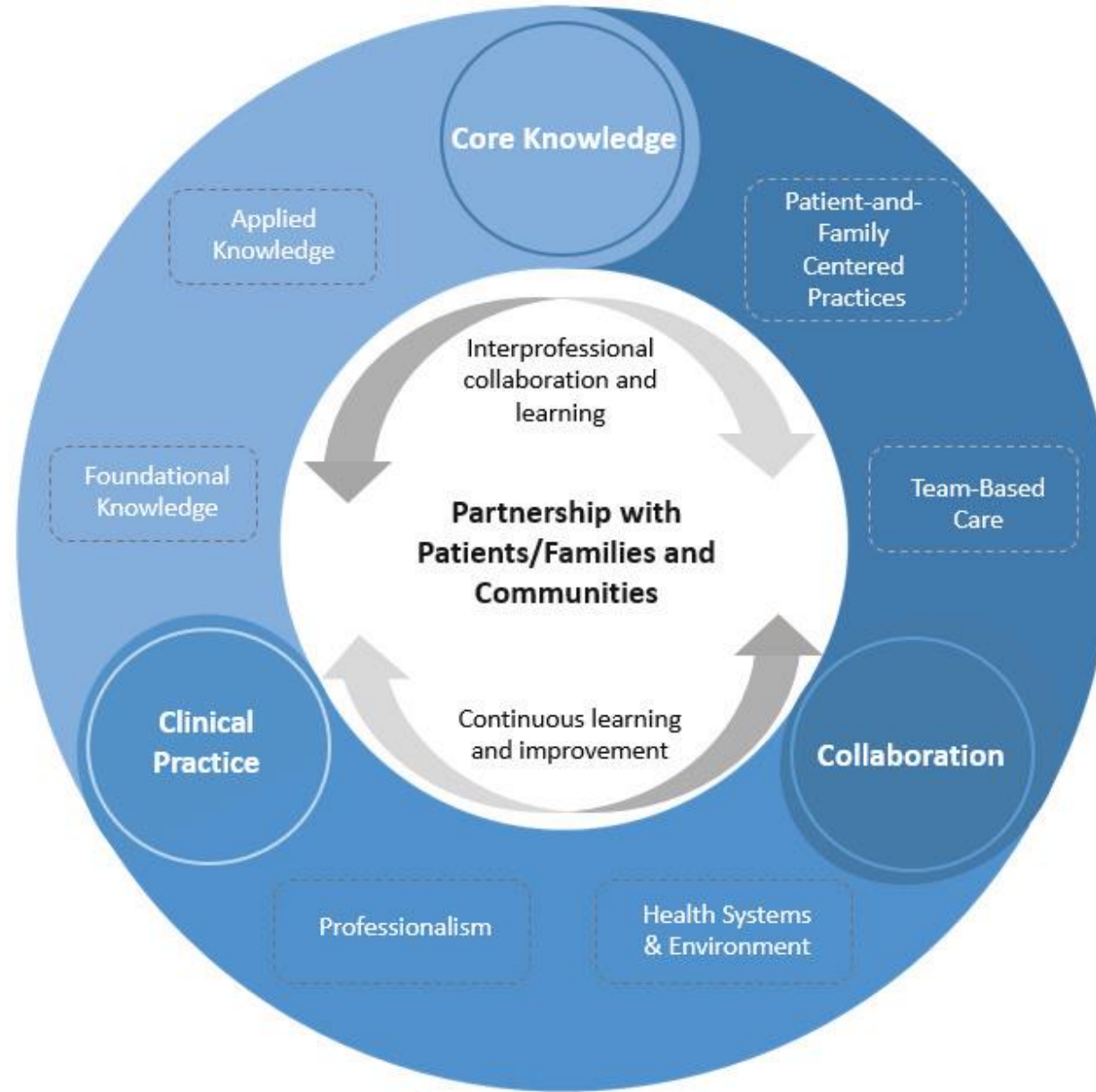


The 3 Cs Framework



Which competencies are priorities for providers in your health system?


For yourself?



Core Competency Implementation Pilot Project



UCLA ISAP Pilot Site

- ▶ 16 sites throughout the country
 - ▶ Medical schools, health centers, emergency responders, training centers
 - ▶ UCLA ISAP's priorities:
 - ▶ MAT ECHO Clinics
 - ▶ PSI Webinars
 - ▶ Ensuring learning objectives reflect competencies
 - ▶ Addressing changes in practice
- 
- A yellow pencil with a sharpened lead tip is positioned diagonally across the right side of the image. It rests on a white multiple-choice test paper. The paper features blue text for question numbers (19, 20, 5, 6, 7) and answer options (A, B, C, D) enclosed in circles. The background is a soft-focus view of the test paper, with the pencil's tip pointing towards the bottom left.

Self-Paced Learning Opportunities

Stigma

Courses for clinicians interested in addressing stigma related to addiction
Claim up to four (4.0) credit hours of CE/CME

- **Dismantling Stigma: Addiction, Treatment, and Policy** (1.0 credit hour)
- **Stigma in Healthcare** (1.0 credit hour)
- **Social Determinants of Health and Cultural Competency in Substance Use Treatment** (1.0 credit hour)
- **Understanding the Impact of Structural Racism on Clinical Care: Lessons from HIV and COVID-19** (1.0 credit hour)



Scan the code
or visit
<https://bit.ly/StigmaSUD>

<https://psattcelearn.org/>



Accredited
Courses



Individualized
Learning Plan



Qualifies for
MATE Act DEA
Requirement

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