

# CURRICULAR INNOVATIONS RELATED TO MANAGEMENT OF PATIENTS WITH OPIOID USE DISORDER

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## BACKGROUND

- Buprenorphine prescribing for treatment of persons with opioid use disorder is heavily regulated in the U.S.
- Since 2016, nurse practitioners (NPs) can legally provide buprenorphine treatment, albeit with completion of federally-approved education, possession of a federal waiver to prescribe buprenorphine in the context of their state's scope of practice.<sup>1</sup>
- Current curricula is lacking to prepare NPs to manage this population.

## PURPOSE

To augment the current curricula to ensure that NP graduates from a large U.S. university are academically prepared to manage patients with complex pain, opioid use disorder, and treatment with buprenorphine.

## METHODS

- Content related to screening, brief intervention, treatment, and referral to treatment for alcohol and other drug use had previously been integrated into the curriculum.<sup>2</sup>
- A gap analysis revealed that opioid-specific content was lacking related to pain and opioid use, stigma related to opioid use, and management approaches to treat chronic pain.
- Strategies were identified for providing the education required to obtain a buprenorphine waiver.

## DESIGN MODEL

- The five-phased systematic instructional design model (ADDIE) by Branch<sup>3</sup> was used to guide the project.
- According to Branch, intentional learning should be learner centered, innovative, authentic, and inspirational.

<b>Analysis</b>	Identifying the learning problem
<b>Design</b>	Determining the learning objectives
<b>Development</b>	Creating the content and learning materials
<b>Implementation</b>	Putting the plan into action
<b>Evaluation</b>	Testing feasibility

## RESULTS

A module on **Pain and Addiction** was developed to provide foundational content for two interactive case-based learning modules: **Caring for Patients with Chronic Pain** and **Addressing Stigma in Healthcare**

A final module integrated in the final clinical practicum courses directed students to the **Waiver Training for Advanced Practice Registered Nurses** through the Providers Clinical Support System (<https://pcssnow.org>)

## CONCLUSION

- The case-based modules provided students with the opportunity to visualize patients with opioid use disorder at a time when the pandemic precluded clinical practice opportunities.
- The enhanced curriculum is the first step toward expanding the NP workforce prepared to manage patients with opioid use disorder.
- This sustainable curriculum holds promise for increasing the number of NPs who can prescribe buprenorphine.

## FUTURE RESEARCH

A research study is underway to determine the proportion of NP graduates who applied for, obtained, and utilized the buprenorphine waiver.

## REFERENCES

1. 114<sup>th</sup> Congress. Comprehensive Addiction and Recovery Act. 2016 July 22, 2016; H.R. 6311.
2. Finnell, D.S., Sanchez, M., Hansen, B.R., Stevens, A., Savage, C.L., Seale, J.P., & Johnson, J.A. (2022). Changes in nursing students' attitudes and perceptions after receipt of enhanced substance use-related curricular content. *Journal of Addictions Nursing*. 33(2), 62-69. <https://doi.org/10.1097/JAN.0000000000000427>.
3. Branch, R.M. (2009). Instructional Design: The ADDIE approach. New York: Springer.