

Dartmouth Medical School Curricular Content in Addiction Medicine Keyed to LCME Core Competency Domains

This content, sorted by LCME competencies is intended to define the broad field of addiction medicine. Graduating DMS students are expected to have some exposure to all elements of the curriculum as relevant to the practice of all medical specialties. However, their expected levels of competency will vary according to the particular item and its relevance to individual student interests and intended specialties.

Note: consideration of behavioral and other non-substance addictions were omitted here by decision of the VIG committee and need to be added to fully define the field of addiction. The focus in developing this was training of medical students, not addiction medicine specialists, so there may be other areas relevant to specialists that need further development.

1. **Knowledge:** A graduating student will understand addiction as a chronic medical condition and harmful substance use as an important and prevalent public health issue, and will possess knowledge appropriate to their level of training that serves to identify and effectively manage substance and addiction problems in the course of general medical practice.

Specifically, the student's knowledge content will include the following

- Epidemiology
 - Prevalence and patterns of alcohol and other drug use
 - Demography of drug use and misuse: social, national, religious, ethnic, cultural contexts
- Etiology of drug misuse and addiction
 - Neurobiology of reward and addiction
 - Genetics of reward and addiction
 - Psychosocial issues shaping drug use and misuse
 - Safe prescribing of rewarding medications (ie benzos, opioids, barbs)
- Drug and drug misuse effects
 - Pharmacodynamics of common drugs of reward
 - Actions and side effects
 - Drug interactions
 - Therapeutic/non-therapeutic
 - Non-therapeutic/non-therapeutic
 - Withdrawal syndromes of common misused drugs
 - Pathophysiology of chronic misuse
 - Neuropsychological effects of chronic misuse
 - Common secondary medical problems associated with drug misuse
 - Immune dysfunction
 - Gastroenterologic/hepatic problems
 - CNS and Peripheral neurotoxicity
 - Cardiovascular
 - Infectious diseases
 - Psychiatric

- Fetal and neonatal effects of commonly misused drugs
 - Chronic disease model of addiction
 - Multidimensional illness
 - Stages of evolution
 - Disease impact: personal, family, community
 - Principles of recovery
 - Diagnosis
 - Signs and symptoms of drug use, intoxication, and withdrawal
 - Presentation of addictive disorders
 - Standard diagnostic criteria and definitions relate to substance use
 - Laboratory, physical exam findings and secondary conditions associated with common substance misuse
 - Intervention and referral
 - Stages of change
 - Motivational techniques for promoting change
 - Brief intervention strategies
 - Treatment
 - Medical management of substance emergencies
 - Treatment of withdrawal
 - Pharmacologic interventions to support recovery
 - Basic psychosocial strategies to support recovery
 - Awareness of specialty treatment approaches and resources
 - Awareness of self-help and peer group approaches and resources
 - Complementary/alternative health approaches
 - Population specific considerations
 - Youth
 - Elderly
 - Women
 - GLBT
 - Ethnic, cultural, national minorities
 - Rural/urban
 - Co-occurring mental health disorders
2. **Skills for patient care:** A graduating student will demonstrate emerging competence in medical care of persons with substance use problems across a diverse spectrum of drugs, stages of use, and presentations, including care directed at reducing harm related to substances and addiction.
- Specifically, the student have emerging competence in will be able to:
- Apply appropriate prevention strategies for both youth and adults as part of routine health maintenance
 - Screen for and diagnosis common substance use problems
 - Perform physical exam to detect physical signs and symptoms of acute use, chronic use, withdrawal, and sequelae of use
 - Recognize psychological, social and functional indicators of substance use problems
 - Interpret labs consistent with misuse

- Use common standardized screens and interview questions to assess use
 - Use standard diagnose criteria to diagnose common SUDs
 - Routinely screen for SUD when patients present with commonly associated medical problems
- Assess stages of change and use motivational interviewing strategies to promote change in persons with problematic substance use
- Provide brief intervention and make referrals to appropriate levels of treatment
- Manage significant withdrawal from commonly used drugs
 - alcohol
 - tobacco
 - sedative-hypnotics
 - opioids
- Treat medical emergencies associated with commonly misused drugs
 - alcohol
 - opioids
 - sedative-hypnotics
 - cocaine, methamphetamine, other stimulants
 - IV use
- Provide appropriate general medical care for persons in recovery
 - Select indicated treatment medications
 - Use motivational interviewing to support recovery
 - Follow indicators of recovery/use (lab, PE, psychosocial markers)
- Provide medical management of persons with SUDs in special contexts
 - Pre and post operative care
 - Hospitalization
 - Pain management
 - Peri-natal period (mother and child)

3. **Interpersonal skills and communication:** A graduating student will consistently use respectful and effective communication with patients who have substance use problems, their families and co-care providers in order to optimize medical care.

Specifically, a student will:

- Communicate with patients based on medical and public health understanding of drug use and addiction, in a manner that is
 - Respectful and non-judgmental
 - Structured and firm as appropriate
- Use accurate and non-stigmatizing nomenclature
- Use effective listening and interviewing strategies to elicit current and past substance use information.
- Counsel patients on major sequelae of continued use
- Routinely use motivational strategies to support change
- Understand him/herself to be a member of a care team and communicate effectively and respectfully with co-care providers

- Understand the importance of families/significant others in addressing substance issues and communicate with them effectively as appropriate
- Recognize and address potential barriers to effective communication, eg:
 - Health literacy limitations
 - Jargon
 - Language and cultural differences
 - Cognitive issues

4. **Professionalism:** A graduating student will engage in care of persons with substance use problems in a professional, health-oriented, responsible and proactive manner in order to reduce substance-related harm, to promote health and to address co-existing medical problems.

Specifically, a student will:

- Provide care of persons with substance use problems based on a medical and public health paradigm of drug use and addiction
 - Recognize and actively address stigma towards persons with substance misuse and/or addiction
 - Not discriminate, or tolerate discrimination towards, persons with substance misuse and/or addiction
 - Address addiction as a chronic medical illness and harmful drug use as a personal and public health problem in all contexts
 - Provide or arrange for ongoing care of persons with substance use problems, to address:
 - Substance use problems
 - Other medical problems
 - Recognize limits of clinical skills and refer as appropriate
- Effectively address substance use issues among colleagues
 - Recognize signs of harmful substance use in colleagues
 - Pro-actively intervene when concerned about a colleague or his/her patients well-being
 - Know available help resources for self and colleagues
- Practice self awareness and self-care
 - Be aware of how the physicians' own experiences may affect their relationship with patients with SUDs
 - Continuously seek balance in professional and personal life
 - Proactively manage personal substance risks
 - Engage in personal self-care
 - Avoid potentially harmful substance use
 - Assess personal substance risks
 - Hear, reflect on, and address concerns expressed by family, colleagues or others.

5. **Practice-based learning and improvement:** A graduating student will stay current with evolving science and clinical practice relevant to prevention and management of substance use and addiction problems within his or her field of practice.

Specifically, the student will:

- Be able to access needed resources and information on substances and addiction
 - Consultative assessment and treatment resources,
 - Scientific and clinical information
- Know avenues for specialization/concentration/continuing education in the field
- Continuously improve motivational skills through practice
- [Optimize use of DMEDs]

6. **Systems based practice:** A graduating student will recognize the multi-dimensional components of the system that are required to reduce harmful substance use and addiction and be able to effectively access, navigate and engage the system effectively to optimize care.

Specifically the student will:

- Work cooperatively with available clinical and related systems to address substance use problems, including:
 - Clinical resources within and related to the healthcare system in which he/she works
 - Specialty clinicians (physicians, counselors)
 - Pharmacists
 - Self-help groups
 - Community based treatment and recovery resources
 - Community based addiction and mental health providers
 - Self help groups
 - Individual: AA, NA etc
 - Family resources: Alanon, Alateen, etc)
 - Domestic violence and women's support services
 - Non-healthcare groups addressing substance issues in the community
 - Law enforcement
 - DEA
 - Licensing boards
 - Schools
- Understand medico-legal issues and responsibilities related to substance problems
 - Record keeping and confidentiality issues
 - Federal and State controlled substance laws/drug classes
 - Prescription writing requirements for controlled substances
 - Responsibilities for reporting of illegal or dangerous behavior
- Understand reimbursement issues affecting care of SUDs
- Advocate for appropriate policies regarding substances and addictions in
 - Clinical institutions
 - Professional organizations
 - State and federal
- Optimize medical record-keeping to support care

Broad Substance Competency Statements by LCME Domain
(Excerpted from above)

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