

Maine Providers Clinical Support System – University
Substance Abuse and Mental Health Services Administration,
US Department of Health and Human Services

“Now What? Debriefing the Medication Assisted Treatment Waiver
Training Course” Evaluation Summary

UNE College of Osteopathic Medicine and Center for Excellence in Public Health
May 12, 2021

Background

The University of New England (UNE) received a three-year grant in 2019 from the federal Substance Abuse and Mental Health Services Administration’s (SAMHSA) Providers Clinical Support System – University (PCSS-U) Program. The program’s goal is to increase access to Medication Assisted Treatment (MAT) for opioid use disorder (OUD) by facilitating MAT waiver training for students in UNE’s College of Osteopathic Medicine (COM) and Physician Assistant (PA) Program, and by enhancing the overall curricula of these two programs.

Between April 2020 and March 2021, all class of 2021 COM students were required to complete an 8-hour MAT waiver training. This follow-up session on May 12, 2021 during Senior Week brought the students together virtually and synchronously to reflect on the MAT training course they completed. Speakers included Jenifer Van Deusen and Cammy Samuelson from the UNE PCSS-U project team, and Merideth Norris, DO, who teaches addiction medicine in the pre-clinical years, offers an MT Elective for UNE COM 4th Years, and is also a member of the PCSS-U Advisory Group (Appendix A). Five learning objectives were addressed during the 90-minute session:

- Describe why this training is a requirement for graduation
- Explain the recent changes in the “X Waiver”
- Construct a list of what worked about the course and how to enhance the training experience for future COM students
- Identify ways the training concepts may be applied in residency
- Create lists of resources needed for future practice

Methods

A survey was administered online via REDCap to all participants and contained SAMHSA’s required Technology Transfer Center GPRA Post-Event Form-Domestic, which focused on demographics, overall satisfaction with the event, and plans on applying what they learned to their future practice (Appendix B). Participants also rated to what extent the learning objectives were met.

Results

Demographics

Out of 179 COM students who attended the session, 71 completed the survey, for a response rate of 40%. The demographic distribution shows a larger proportion of men and people who identify as white (Table 1).

Table 1: Demographics

Variable	Count (%)
Gender (n=70)	
Female	33 (47)
Male	35 (50)
None of these	2 (3)
Race (n=70)	
White	54 (77)
Asian	14 (20)
Latino	1 (1)
Multiracial	1 (1)

Learning Objectives

Participants rated three of the five learning objectives as having been met between “Well” and “Very Well” (Table 2). The remaining two objectives fell just short of this level.

Table 2: Learning Objectives

Objective*	Mean
a. Describe why this training is a requirement for graduation	4.18
b. Explain the recent changes in the “X Waiver”	3.99
c. Construct a list of what worked about the course and how to enhance the training experience for future COM students	4.03
d. Identify ways the training concepts may be applied in residency	4.24
e. Create lists of resources needed for future practice	3.99

*1 = “Very Poorly,” 5 = “Very Well.”

Satisfaction and Future Plans

All three items related to satisfaction with the training and its applicability to future plans were rated highly (Table 3). Additionally, nearly all said they would recommend this event to a colleague.

Table 3: Satisfaction and Future Plans

Item	Mean	Yes
a. How satisfied are you with the overall quality of this event?*	4.20	N/A
b. I expect this event to benefit my professional development and/or practice.**	4.24	N/A
c. I will use the information gained from this event to change my future practice.**	4.25	N/A
d. I would recommend this event to a colleague.	N/A	96%

*1 = “Very Dissatisfied,” 5 = “Very Satisfied.”

**1 = “Strongly Disagree,” 5 = “Strongly Agree.”

Additional Comments

Comments provided by students were mostly positive and focused on the importance of the topic to their future practice, the inclusion of Dr. Norris as a presenter, and the breakout rooms by residency specialty (Table 4). One student suggested introducing this topic even earlier in their osteopathic medical education, which would then allow them to practice what they learned during their clinical years. Another suggested designating a leader for each breakout group.

Table 4. Additional Comments (n=14)

Statement
Essential training for all physicians to improve understanding and empathy for patients with OUD/SUD, as well as improved understanding of how to offer appropriate treatment to a patient in any stage of the recovery process.
I think designating a leader in the breakout groups would be helpful.
I think the debrief based on specialty was helpful. I appreciated having the opportunity to discuss this with my medical student colleagues entering into the same field as I am.
It should be a requirement for any medical degree
It was very eye opening and sparked important discussion
Ms. Van Deusen and Dr. Norris were great to spend time with!
Plan for this training to occur no later than year 2 of medical school so students can use their knowledge during their FULL clinical years (year 3&4).
Super helpful to have Dr. Norris and other providers there.
Thank you for putting this together. It was great to hear from Dr. Norris. Her examples are always so enlightening.
The collaborative collection of thoughts on the effects of this training within different specialties during residency was very helpful.
The MAT / Waiver training is immensely important. Personally, I have very little experience with this population and the substances that are available. While the topic and treatments are confusing and complicated, I believe the training is a huge first step in overcoming the barrier between physicians and our patients. I know I will be a better physician for having had this training and able to help a subset of my patients with these life challenges. I feel more prepared to communicate with addiction specialists and be able to ask for assistance to provide the best outcomes for my patients.
This course did a great job with teaching as well as follow up and feedback. The zoom was well organized and I really enjoyed the group discussions.
This should be given to every medical student as a required component to graduate.
This training happened for me 3rd year, wish I had a bit of a refresher 4th year.

Conclusion

Overall, this training was well received by participants and the learning objectives were met. The use of breakout rooms by future residency specialty was a new feature for the PCSS-U team and appears to have been effective in helping students think about the applicability of this training on their future practice. The low response rate is disappointing but not particularly surprising given that this event occurred shortly before graduation.

Appendix A. Agenda

Now What? Debriefing the Medication-Assisted Treatment Waiver Training Course

Senior Week

May 12, 2021

10:30 AM – 12:00 Noon

Faculty: Jenifer Van Deusen, M.Ed.; Merideth Norris, D.O., Cameron Samuelson

Learners: Class of 2021

Session Objectives:

- Describe why this training is a requirement for graduation
- Explain the recent changes in the “X Waiver”
- Construct a list of what worked about the course and how to enhance the training experience for future COM students
- Identify ways the training concepts may be applied in residency
- Create lists of resources needed for future practice

Agenda:

- Welcome/ Who are we/ Why are we here/ agenda review (10:30 – 10:45)
- Why is Waiver Training a graduation requirement at UNE COM? (10:45 – 10:50)
- What is happening with the Waiver? (10:50 – 10:55)
- What worked about the course? How can the process be improved? (10:55 – 11:05)
- Breakout rooms by residency specialty (11:05 – 11:40)
 - How can I apply what I now know about treatment for OUD in my residency?
 - What else do I need to learn about to support quality care for people with OUD/SUD in my specialty? What other resources do I need?
- Whole group discussion on applying learning to residency or future and identifying areas of need for more information (11:40 – 11:55)
- Evaluation/ thank you (11:55 – 12:00)

Breakout Rooms

1. Emergency Medicine (19 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + EM (6:31- 9:53)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
 - b. Additional Resource: <https://www.acep.org/by-medical-focus/mental-health-and-substanc-use-disorders/stigma/>
2. Anesthesia (12 students) + PM+R (2) (14 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + Pain (Heme/Onc) (15:24 - 18:28)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
 - b. Additional Resource: <https://www.asahq.org/advocacy-and-asapac/pain-awareness>

3. Family Medicine (22 students/ 11 in each – 3a + 3b):
 - a. Watch Atrium Video: Introduction (0-4:10) + Primary Care (4:10 – 6:31)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
4. Obstetrics + Gynecology (4 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + Ob/Gyn (12:19 -15:24)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
 - b. Additional Resource: <https://www.medpagetoday.com/obgyn/pregnancy/58415>
5. Internal Medicine (28 students /2 groups= 14 in each – 5a + 5b)
 - a. Watch Atrium Video: Introduction (0-4:10) + IM (9:53 -12:18)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
6. Medicine (preliminary + transitional) (8 in one group 6a, 9 in another group 6b)
 - a. Watch Atrium Video: Introduction (0-4:10) + IM (9:53 -12:18)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
7. Surgery (9 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + Pain (Heme/Onc) (15:24 - 18:28)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
 - b. Additional Resource: <https://www.asahq.org/advocacy-and-asapac/pain-awareness>
8. Pediatrics (22 students/ 2 groups = 11 in each 8a +8b)
 - a. Watch Atrium Video: Introduction (0-4:10) + Primary Care (4:10 – 6:31)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
 - b. Additional Resource: <https://www.youtube.com/watch?v=PH3xNHhCoMI&t=4s>
9. Psychiatry (7 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + Behavioral Health (18:35 – 21:32)
<https://www.youtube.com/watch?v=x6BOKq0KN3c>
10. Urology (1) + Pathology (1) + Neurology (3) = (5 students):
 - a. Watch Atrium Video: Introduction (0-4:10) + Changing Times/ Changing Lives (21:32 - 24:15)

Atrium Video:

Developed by Dr. Stephen Wyatt, Medical Director of Addiction Medicine, Atrium Health 2020. Used with permission.

Appendix B. Evaluation Survey

Confidential

Page 1

Interprofessional MAT Training Post Evaluation

UNIVERSITY OF NEW ENGLAND

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Maine Providers Clinical Support System-University ("Maine PCSS-U")

Principal Investigator(s): Jenifer Van Deusen, M.Ed.

INTRODUCTION:

Please read this form. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.

You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

WHY IS THIS RESEARCH STUDY BEING DONE?

The most recent National Institute on Drug Abuse (NIDA) Opioid Summary by State reveals that Maine was in the top ten of states with the highest overdose deaths involving opioids (March 2019, retrieved from <https://www.drugabuse.gov/opioid-summaries-by-state/maineopioid-summary>). Medication-Assisted Treatment (MAT) for opioid use disorder is an evidence-based approach to Opioid Use Disorder (OUD) that currently requires special training. The special training occurs in the form of a course (8 hours for physicians, 24 hours for physician assistants) that results in receiving a waiver to the practitioner's DEA license so they can provide this life-saving treatment. The SAMHSA Buprenorphine Practitioner Locator shows 375 waived providers in Maine, most of whom are in the higher-populated and more affluent southern counties of the state. It is unknown how many of these providers are utilizing the waiver to provide care for persons with opioid use disorder. This research intends to increase the number of waiver-trained physicians who provide MAT to patients with OUD and supplement the learning of physician assistants who actively prescribe medications upon their graduation.

WHO WILL BE IN THIS STUDY?

In Academic Year 2019-2020, interested Third and Fourth Year Osteopathic Medical Students (OMS-3s and 4s) will participate in a pilot of the 8 hour course (online course and following face-to-face debriefing session). In subsequent Academic Years OMS-4s will be required to complete the course and attend the follow up session.

Also, beginning in AY 2019-2020, first year Physician Assistant students will participate in a 2 hour Introduction to MAT that will provide a basis for their waiver training and for which we will seek approval to use those 2 hours as part of the 24 required by PAs.

WHAT WILL I BE ASKED TO DO?

Students will be asked to participate in the learning experiences described above and in the assessments for learning.

WHAT ARE THE POSSIBLE RISKS OF TAKING PART IN THIS STUDY?

There are no potential risks in taking part in this study.

WHAT ARE THE POSSIBLE BENEFITS OF TAKING PART IN THIS STUDY?

The potential benefits of taking part in this study include increasing learning regarding the opioids crisis, opioid use disorder and the treatments thereof.

WHAT WILL IT COST ME?

There is no cost to participate.

HOW WILL MY PRIVACY BE PROTECTED?

Any and all data collected will be deidentified.

HOW WILL MY DATA BE KEPT CONFIDENTIAL?

Any and all data collected will be held in a secure location to which only authorized individuals will have access.

WHAT ARE MY RIGHTS AS A RESEARCH PARTICIPANT?

06/03/2021 7:36pm

projectredcap.org



Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.

Your decision to participate will not affect your relationship with those engaged in the study.

You may skip or refuse to answer any question for any reason.

If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.

If you sustain an injury while participating in this study, your participation may be ended.

WHAT OTHER OPTIONS DO I HAVE?

You may choose not to participate.

WHOM MAY I CONTACT WITH QUESTIONS?

The researcher conducting this study is Jenifer Van Deusen. For more information regarding this study, please contact her at 207-602-2057 or jvandeusen2@une.edu.

If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

WILL I RECEIVE A COPY OF THIS CONSENT FORM?

You will be given a copy of this consent form.

Participant's Statement I understand the above description of this research and the risks and benefits associated with my participation as a research subject. By continuing this survey I acknowledge that I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Researcher's Statement The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

What is the first letter of your mother's FIRST name?

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L
- M
- N
- O
- P
- Q
- R
- S
- T
- U
- V
- W
- X
- Y
- Z

What is the first letter of your mother's MAIDEN name?

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L
- M
- N
- O
- P
- Q
- R
- S
- T
- U
- V
- W
- X
- Y
- Z

What is the FIRST digit of your Social Security number?

0
 1
 2
 3
 4
 5
 6
 7
 8
 9

What is the LAST digit of your Social Security number?

0
 1
 2
 3
 4
 5
 6
 7
 8
 9

What is your gender?

Female Male Transgender None of these

What is your race? (Select one or more)

American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White

What is the highest degree you have received? (Select one)

Less than high school
 High school diploma or equivalent (GED)
 Some college, but no degree
 Associate's degree
 Bachelor's degree
 Master's degree
 Doctor of Pharmacy (PharmD)
 Doctor of Medicine or Doctor of Osteopathy
 Other Doctoral degree or Equivalent (e.g., PhD, EdD, DPT)
 Other (please specify in the next question)

What is the highest degree you have received?

How well were the learning objectives met?					
	Very POORLY	Poorly	Neutral	Well	Very WELL
Describe why this training is a requirement for graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain the recent changes in the "X-Waiver"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construct a list of what worked about the course and how to enhance the training experience for future COM students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify ways the training concepts may be applied in residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create lists of resources needed for future practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied were you with the overall quality of this event?

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

I expect this event to benefit my professional development and/or practice.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I will use the information gained from this event to change my current practice.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I would recommend this training to a colleague.

Yes No

What comments do you have about this training?

What is the first letter of your mother's FIRST name?

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L
- M
- N
- O
- P
- Q
- R
- S
- T
- U
- V
- W
- X
- Y
- Z

What is the first letter of your mother's MAIDEN name?

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L
- M
- N
- O
- P
- Q
- R
- S
- T
- U
- V
- W
- X
- Y
- Z

What is the FIRST digit of your Social Security number?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

What is the LAST digit of your Social Security number?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9