

Learning Activity: Concept based learning activity for substance use disorder

Description of Activity:	Concept based learning activity for substance use disorder within the acute care setting					
Keywords:	Concept Based Learning Activity (CBLA) for substance use and/or substance use disorders within the acute care setting. Students gain experience in trauma informed interviews, assessment and co-creation of safety plans with clients. Debrief with faculty to further explore systemic barriers, stigma and bias, and actionable strategies for care.					
Type of activity	<input type="checkbox"/> Didactic <input type="checkbox"/> Simulation <input checked="" type="checkbox"/> Clinical	Recommendation on when introduced in curriculum?	<input type="checkbox"/> Early <input checked="" type="checkbox"/> Mid <input type="checkbox"/> End	Suggested Course:	<input type="checkbox"/> Health Promotion /Assessment/ Fundamentals <input type="checkbox"/> Acute care <input checked="" type="checkbox"/> Chronic care <input type="checkbox"/> Pharmacology	<input type="checkbox"/> Population/ Community health <input type="checkbox"/> Leadership <input type="checkbox"/> Other:
Competency addressed:	<input checked="" type="checkbox"/> 1. Provide respectful, compassionate, person-centered care for people experiencing homelessness (PEH) <input type="checkbox"/> 2. Evaluate clients for social determinants of health needs, including housing status and related aspects of safety, access to food, social support and other relevant domains <input checked="" type="checkbox"/> 3. Collaborate with client and appropriate Interprofessional community members to optimize health in PEH <input checked="" type="checkbox"/> 4. Advocate for improved health for PEH					
Learning Activity:	<p align="center">Concept Based Learning Activity substance use disorder</p> <p>Concept: Substance Use Disorder within the Acute Care Setting</p> <p>Definition: Substance use disorder (SUD) is a complex medical condition that is characterized by a compulsive pattern of drug or alcohol use, despite negative consequences. SUD is a chronic disease of the brain that affects both the physical and mental health of individuals. Nurses play a crucial role in identifying and addressing SUD in patients, providing education, support, and interventions to help them manage their condition. This can include medication-assisted treatment, behavioral therapy, and support groups. Nurses also play a crucial role in preventing and managing complications related to SUD, such as infections and injuries, implementing harm reduction strategies, providing trauma-informed care, and reducing stigma.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the principles of harm reduction and how they can be applied in the care of patients with substance use disorders in the acute care setting. 2. Develop the knowledge and skills needed to provide patient-centered care for individuals with substance use disorders, including counseling on harm reduction strategies, utilizing trauma-informed care, and assessing the patient's readiness to change (motivational interviewing) through the completion of a co-created "Safety Plan" with an assigned patient. 3. Analyze the impact of substance use disorder on patient health and understand the various pharmacological and non-pharmacological interventions used to address substance use disorder in the acute care setting. 					

4. Identify the role of nursing in the interdisciplinary approach to managing patients with substance use disorder in the acute care setting and be able to collaborate effectively with other healthcare professionals.

Student evaluation:

1. Study guide completion: application of learning to course competencies.
2. Participation in discussion in pre- and post-conference and completion of safety planning and motivational interview with the assigned patient.
3. Integration of knowledge about and experience with substance use disorder assessment and intervention into subsequent clinical practice.

Preparation:

1. Pre-conference: Students will participate in discussions related to stigma and bias associated with SUD. We will discuss facts vs myths related to SUD and how language shapes our perceptions.
2. Pairs of students will be assigned a patient to interview and complete included safety plan. The consent of the patient will be obtained prior by the instructor and a brief synopsis of the student assignment will be discussed. Patients will be empowered to end engagement with students at ANY POINT during their encounter. Priority will be given to creating a safe and empowering environment for the patient.
3. Post-conference: Students will present their findings and experience to the entire clinical group. We will discuss learning outcomes and how they relate to patient experiences.
4. Readings-
 1. SEE "Student Preparation" above.
 2. Review the basics of Motivational Interviewing, SEE [OARS Model](#)
5. Consider your previous experiences with substance use disorder and how they might apply to this activity. Reflect on your personal attitudes and belief systems related to substance use. What experiences have shaped your current beliefs? What role has the media played in forming your beliefs? What are some stereotypes regarding addiction? How do you feel about harm reduction initiatives such as supplying clean needles and distribution of Naloxone?

CBLA Student Worksheet

Student:

Date of assessment:

Client's initials:

Medical Diagnosis:

Admission date:

Describe the patient care situation:

1. **Background-**
 - a. Based on the reading that you did in preparation for this activity and your previous experiences with patient problems related to substance use (disorder) issues, summarize your theoretical and practical knowledge about SUD for your patient:
 - b. Is the current hospitalization related to SUD (examples include abscesses, endocarditis, overdose occurrence, alcohol-related cirrhosis, etc.)?

- c. What are the effects of prescribed therapies, medications, and other interventions on patient's coping skills and related substance use (disorder)? Please list ALL patient meds, whether or not you believe they have an impact on SUD.

Therapy, medication, intervention

Describe potential effect on SUD

- d. What data (including lab values) do you need about the patient before you begin your assessment? **List relevant lab tests done and the results here. Please note normal and abnormal values.**
- e. Considering what you know about substance use, what will you make sure to notice when you go into the patient room?

2. Noticing

- a. Describe the general appearance of the patient from a substance use disorder perspective:
- b. Describe the patient's affect.
- c. What knowledge base does the patient have relating to substance use and harm reduction?

3. Interpreting:

- a. Summarize your findings about the SUD status of your patient. Use objective, clear, health care terminology.
- b. Identify nursing problem(s)- actual or potential- in your patient regarding status. Include risk factors related to substance use disorder.

4. Responding:

- a. What are the goals of your nursing care with regard to the SUD status of your patient?
- b. What interventions will the nurse do to reach those goals?

5. Reflection in action:

- a. Describe what happened with your patient. Did the patient meet the stated outcomes? Why or why not? What did or will you do next?

6. Reflection on action:

- a. Describe three ways your nursing care skills expanded during this experience.
- b. Name three things you will do differently when you encounter a similar patient care situation in the future.
- c. What additional knowledge do you need when encountering this type of situation or similar situations in the future?
- d. Describe any changes in you values or feelings as a result of this experience.

Safety Plan for the Acute Care Setting

DATE: _____

- We use a trauma-informed, holistic approach to support your personal goals for health
- We use words that work and avoid stigmatizing and blaming language

	<ul style="list-style-type: none"> • We use the least restrictive measures possible to keep everyone safe • We provide opportunities for discussion and exploration regarding concerns, fears, and barriers <p>Co-Creating a Person-Centered Safety Plan</p> <ol style="list-style-type: none"> 1. Created through a collaborative process between the patient and care team 2. Should be brief, easy to read, and use the person's own words 3. Involves commitment to a treatment process that can be adjusted as needed <p>STEP 1: Coping While in The Hospital</p> <p><i>Tell us about your experience:</i></p> <ul style="list-style-type: none"> • What are your goals for this hospitalization? • What emotions do you experience while in the hospital? • When you experience these feelings outside of the hospital, how do you cope? • Let's brainstorm coping tools available in the hospital and how your care team can help you access them (List 3 coping tools available in the hospital):
Time Required:	2-3 hours
Preparation of the student:	<ul style="list-style-type: none"> • Donroe, J. H., Holt, S. R., & Tetrault, J. M. (2016). Caring for patients with opioid use disorder in the hospital. <i>CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne</i>, 188(17-18), 1232–1239. https://doi.org/10.1503/cmaj.160290 • Harm Reduction Coalition Safer Drug Use 101 • Palumbo R. (2019). A Call to Action: Defining the Acute Care Nurse's Role in Harm Reduction for Persons with Substance Use Disorder. <i>Journal of addictions nursing</i>, 30(4), 236–237. https://doi.org/10.1097/JAN.0000000000000304 • Englander, H., & Davis, C. S. (2022). Hospital Standards of Care for People with Substance Use Disorder. <i>The New England journal of medicine</i>, 387(8), 672–675. https://doi.org/10.1056/NEJMp2204687 • Interview of SUD Patient (Viewer discretion advised, discussion of violence and sexual assault) • Nadine Burke Harris TED Talk ACEs
Resources:	See above
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