Academic Medicine Caucus Briefing

How Medical Schools & Teaching Hospitals Are Addressing the Opioid Epidemic

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Agenda

• Overview
• Introductions
• Panel Discussion
• Q&A
First, who we are...
AAMC: A Not-for-Profit Association of Medical Schools, Hospitals, Physicians

Membership includes:

- 145 accredited U.S. and 17 accredited Canadian medical schools (medicine programs)
- Nearly 400 major teaching hospitals & health systems
  - 51 Department of Veterans Affairs medical centers
- More than 80 academic and scientific societies

Over 300,000 “Voices:”

- 148,000 faculty members
  - Clinical and basic science (research) faculty
  - Staff the physician practice groups and hospitals
- 83,000 medical students
- 115,000 residents
Academic Medicine: Disproportionate Provider of Patient Care, Research, Training

Teaching hospitals & medical schools receive:
50+ % of NIH Extramural Research Awards

AAMC hospitals provide training to:
74 % of all residents

These teaching hospitals provide critical services often not available elsewhere.

Teaching hospitals operate:
23 % of all hospital care
20 % of all Medicare In-patient days
24 % of all Medicaid in-patient days
37 % of charity care

Source: Table G5, Inpatient and Outpatient Operations Data Fiscal Year 2012 Data, AAMC Data Book, April 2014
Overview:

- AMCs = Leaders on Addressing Opioid Epidemic
- Medical Education Is Dynamic
- Medical Education Response to Opioid Epidemic Is Illustrative
- AAMC Policy Recommendations
Opioid Misuse = Epidemic

CDC Reports Epidemic of Drug Overdose Deaths

• Since 2000, rate of drug overdose deaths increased 137%
• Includes 200% increase in opioid overdose deaths; 14% jump in 2014; opioid deaths = 61% of overdose deaths

Med Ed Is Enhancing Existing Content on Sub. Abuse & Pain Management

• Virtually all schools integrate content in both required and elective courses
• Virtually all schools integrate content in both pre-clinical and clinical experiences

Source: CDC, Morbidity and Mortality Weekly Report, January 1, 2016/64(50); 1378-82.
Medical Education: Complex, Dynamic, Continually Changing

Medical Education Is a Career-Long Continuum

- Pre-med, med school, GME, continuing education

Medical Ed Is Continuously Updated to Reflect Changing Community Needs, New Science

- 93% of medical schools planned and/or implemented curricula change in last 5 years*

Med. Ed. Curricula Development Is Complex

- Medical schools tailor curriculum within framework of LCME accreditation requirements
- Curricula respond to multiple needs but each school’s curriculum is unique

*Source: LCME Annual Medical School Questionnaire Part II, 2012-2013

Learning

Facts & Competencies

Premedical  Medical School  Residency and Fellowships  Practice

Assessment
The Factual Complexity of Medical Decision-Making Accelerates…

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Areas of Competency Every Doctor Must Master Before Being Licensed

- Interpersonal and Communication Skills
- Medical Knowledge
- Inter-professional Collaboration
- Professionalism
- Practice-based Learning and Improvement
- Personal and Professional Development
- Systems-based Practices
- Patient Care


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E.g.: Med Ed Addresses Opioid Epidemic

Statewide Model Medical School Curriculum in Michigan

- A working group of all Michigan's medical schools worked with a state advisory committee to develop model curriculum for teaching pain management to health professions students

Incorporating Content into GME at U. of Louisville

- Internal med. training program: lectures, pre-clinical conferences; controlled sub. guidelines used in residents' continuity clinics in patient discussions

- Work w/ VA affiliate on opioid safety for IM trainees, includes small group discussions on pain mg’t., opioid safety, difficult patient conversations, motivational interviewing; using skills in outpatient setting

- Added addiction rotation to Pain fellowship; added substance abuse elective to Psychiatry training; Addiction Psychiatry fellows participate in statewide committees, studying changes in heroin use & buprenorphine accesses

Continued…
E.g.: Med Ed Addresses Opioid Epidemic continued

Multiple Approaches at Duke University

- In 1st year of medical school, substance use disorders (SUDs) education is part of basic science curriculum of the pharmacology of addictive drugs.

- Students are exposed to SUD cases throughout first two years of medical school in case-based learning exercises, online simulations, and standardized patients.

- Duke is developing an educational community service project, “Stemming the Opiate Epidemic through Education and Outreach”

These examples are not exhaustive.
Context for Thinking about Opioid Epidemic and Workforce Challenges

Physician workforce issues
• Med ed is enhancing curriculum to prepare new physicians to address opioid epidemic
• But national, regional, local physician shortages exacerbate the challenge

IHS Inc. projects major physician shortage by 2025 – 46,000 – 90,000 physician shortfall
• IHS = independent trends analyst
• Big shortages of pivotal specialists – nationwide shortage of mental and behavioral specialists
• Eg: Most states have fewer psychiatrists than in 2009
In 2014, 45 States Had Fewer Psychiatrists Relative to Population Compared to 2009.

Change in the Number of People per Psychiatrist from 2009 to 2014

More physicians relative to population
Fewer physicians relative to population

Source: AMA Physician Masterfile
AAMC Recommendations: Support AMCs’ Continued Leadership in Med Education

Enact Full Funding for Title VII Programs

- Supports curricular innovations & workforce in primary care, preventive med, public health, mental health

Enact Legislation to Lift Medicare GME Cap to Pay for 3,000 Additional Residents per Year

- Essential piece of multi-faceted strategy needed to avoid national physician shortage

Consider Impact of Policies on AMCs

- Eg: current buprenorphine cap = problematic for faculty in AMCs, who supervise multiple residents
Agenda

- Introductions
- Panel Discussion
- Q&A
AMCs’ Med Ed Response to Opioid Epidemic Is Illustrative: Introductions

Terence Flotte, M.D., Dean, School of Medicine, University of Massachusetts Medical School

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