



Implementation of an inpatient opioid overdose prevention program



Angela Clark ^{a,*}, Erin L. Winstanley ^b, Donna S. Martsof ^a, Michael Rosen ^c

^a University of Cincinnati, College of Nursing, 249 Procter Hall, P.O. Box 210038, Cincinnati, OH 45221-0038, USA

^b University of Cincinnati, College of Pharmacy, PO Box 670004, Cincinnati, OH 45267-0004, USA

^c Center for Addiction Treatment, Cincinnati, OH, USA

HIGHLIGHTS

- We developed an innovative iBook for use in the group addiction treatment setting.
- The iBook increased inpatient knowledge of overdose prevention.
- The iBook included original videos demonstrating clinical skills for responding to an overdose.
- Clinicians consistently demonstrated a high level of ability to deliver the iBook across groups.

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In 2008, drug overdose surpassed motor vehicle accident fatalities as the leading of cause of injury death in the United States (Centers for Disease Control and Prevention, 2014). Opioid overdoses have more than tripled in the past decade leaving communities and families fragmented and in need of overdose prevention services (Centers for Disease Control and Prevention, 2014). In 1996, opioid overdose prevention programs (OOPPs) began distributing naloxone hydrochloride, brand name Narcan® to individuals at high risk for witnessing or experiencing an opioid overdose (Wheeler, Davidson, Jones, & Irwin, 2012). Narcan® competitively binds to opioid receptors and reverses the effects of an opioid overdose thereby preventing a fatality (Boyer, 2012; Sporer & Kral, 2007). See Figs. 1 and 2

In addition to Narcan® distribution, OOPPs provide education on how to recognize and respond during an opioid overdose and some programs include information on how to prevent opioid overdoses (Enteen et al., 2010). OOPPs deliver educational services from a variety of settings including: syringe exchange programs, detention centers and jails, community and public health clinics, harm reduction programs, and in substance abuse treatment centers. OOPPs in the U.S. are estimated to have distributed over 50,000 doses of Narcan® and contributed to over 10,000 overdose reversals (Wheeler et al., 2012).

In response to the opioid overdose epidemic and the documented success of OOPPs, there has been an increase in the demand for overdose prevention education. In 2014, the Substance Abuse and Mental Health Services Administration (SAMHSA) released the Opioid Overdose Prevention Toolkit. However, in its current format the toolkit is not readily available as a group-based lesson guide for the inpatient substance abuse treatment setting. Furthermore, although the toolkit provides a rich array of information regarding opioid overdose prevention, the toolkit is not a one-stop resource for clinicians needing to conduct group educational sessions. For example, to provide education on

* Corresponding author at: University of Cincinnati, College of Nursing, 249 Procter Hall, P.O. Box 210038, Cincinnati, OH 45221-0038, USA.

E-mail addresses: clark3ak@mail.uc.edu (A. Clark), erin.winstanley@uc.edu (E.L. Winstanley), martsoda@ucmail.uc.edu (D.S. Martsof), miker@ccatsober.org (M. Rosen).

Chapter 1		
OPIOID OVERDOSE		
1.1	How To Use This Multi-Touch Book	2
1.2	Learning Outcomes	3
1.3	Introduction	4
1.4	Introduction to Opioids	5
1.5	Opioid Overdose	7
1.6	Preventing Overdose	9
1.7	Naloxone Hydrochloride	11
1.8	Responding to an Opioid Overdose	13
1.9	Dos and Don'ts of Responding to an Overdose	22
1.10	Review	23

Fig. 1. CARRY Narcan® Table of Contents.

how to respond during an overdose event, it is important for course participants to learn rescue breathing, and the recovery position to support best outcomes for overdose victims, while these topics are highlighted in the toolkit, a detailed step-by-step how to is not included. Additionally, counselors may not have received training in basic life support skills and hence may be uncomfortable addressing and demonstrating this type of content. Thus, there was a need for an innovative OOPP intervention that included all aspects of overdose prevention to guide group discussions.

The purpose of the original study, entitled “A Feasibility Study of An Opioid Overdose Prevention Educational Intervention,” was to develop a manualized education tool for OOPP groups, determine the feasibility of the intervention and to determine if the intervention increased OOPP participant knowledge of overdoses in three areas: overdose prevention, overdose recognition, and responding to an overdose. The aim of this article is to briefly describe the findings from the Phase Ia/Ib Feasibility Study, provide an overview of the CARRY Narcan® iBook educational tool for OOPPs and to provide an explanation of how clinicians can adopt the iBook for use in the inpatient addiction treatment setting.

1. The need for manualized overdose prevention training

Prior to the development of the CARRY Narcan® iBook, the research site used the Project DAWN Opioid Overdose Prevention Video

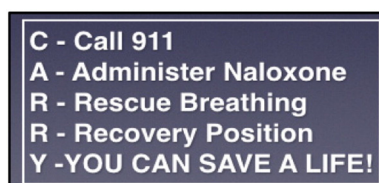


Fig. 2. CARRY Narcan® Sequence.

(available on youtube) as the core component of the educational group intervention. Group members included all patients, both male and female, age 18 and older, who were part of a residential addiction treatment program. Clinicians introduced the Project DAWN video and provided an opportunity for group participants to discuss their experiences with overdose. During this time, it was noted by the research team that group participants had a very high level of knowledge of opioid overdose and asked high-level questions about how opioids work in the body. These questions often went unanswered since clinicians did not have the expertise to answer the questions, particularly regarding how Narcan® reverses an opioid overdose. After the group members viewed the video, a nurse would take opioid-dependent patients to a different group room and demonstrate the recovery position, how to perform rescue breathing and nasal Narcan® administration. The OOPP delivered in this manner, required additional staffing and often resulted in fragmented delivery of concepts. It was apparent that the overdose prevention session needed to be simplified and manualized, in part because staff were not consistently available to facilitate the hands-on training. In order to ensure consistency in overdose prevention education content and in response to the previously mentioned issues, the CARRY Narcan® iBook educational intervention was developed. The following sections summarize the development and use of this iBook.

2. A feasibility study of OOPP educational intervention

To develop the intervention, the first author organized a team of key stakeholders to inform the development of the intervention. Then the first author distributed current research articles and OOPP materials to the key stakeholders for review. Key stakeholders included: two nurses with previous public health nursing experience; one nurse with experience in planning large initiative wellness programs, a substance abuse counselor, a public health researcher who served as the content expert in overdose prevention and a person in recovery who has experienced two overdoses, as well as had received Narcan®.

The first author and the stakeholders convened at an all-day meeting to determine the core content of the educational intervention and to determine the best platform to deliver the content. The first author kept a written record of all core content which was then integrated into an iBook entitled CARRY Narcan®. An iBook is an e-book application by Apple Inc. that allows content to be enhanced by video, animations, quizzes, and music, increasing the potential for interaction with the audience. The CARRY Narcan® iBook includes three main sections: a). how to recognize the signs and symptoms of an overdose, b). how to prevent an opioid overdose and c). how to respond during an overdose event; including implications for nasal Narcan® and instructions on how to assemble and administer nasal Narcan®. The 23-page iBook utilizes videos, interactive animations, definitions and a formative quiz to assist clinicians facilitating a group discussion on overdose prevention.

3. Clinician training

Prior to the initiation of the study, the first author trained three clinicians (substance abuse counselors) in an intensive two-hour session. During this time, clinicians had the opportunity to practice using the iBook and to ask questions about the iBook content. There was also in-depth discussion on possible patient/client questions. It is important to note that the clinicians' knowledge and familiarity of the iBook platform and iPads varied widely. One clinician had never used an iPad or the iBook platform and by the end of the training could maneuver through the iBook on the iPad with ease.

4. Group session activities

The research team determined that it was important that the overdose prevention education target patients receiving addiction treatment

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