

WISE PRESCRIBING AND DEPRESCRIBING: OPIOID SKILLS FOR THE FRONTLINE CLINICIAN

Self-Paced Online Modules and Small Group Workshops

REGISTER ONLINE
cumming.ucalgary.ca/cme

Check the website for any program updates
cumming.ucalgary.ca/cme/courses

ONLINE MODULES

Ongoing

WORKSHOPS

Dates TBD

COURSE OVERVIEW

This course provides opportunities for you to review the principles and guidelines for opioid tapering, reflect on your own practices and discuss enablers and barriers with the workshop facilitator and peers. There are offerings of self-learning as well as small group learning activities in this course.

COURSE OBJECTIVES

At the end of this course, learners will be equipped to:

- identify whether opioid tapering is an appropriate plan for a given patient
- plan a tapering discussion that is evidence-based and responsive to the patient's readiness for change
- execute an opioid taper with a motivated patient
- troubleshoot challenges that occur during an opioid taper

WHO SHOULD REGISTER

Family Physicians, Physician Assistants, Nurse Practitioners, Registered Nurses

CREDITS

ONLINE MODULES

Mainpro+ Self-Learning – 5.0 credits

MOC Section 3 Self-Assessment – 5.0 hours

WORKSHOPS

Mainpro+ Group Learning – 18.0 credits (6 hours at 3 credits per hour)

MOC Section 3 Self-Assessment – 6.0 hours

COURSE FORMAT

There is self-learning activity (i.e. online modules) and small group learning activity (i.e. paired workshops) in this course.

The online modules are available for you to self-register and complete at any time. Please carefully read the how-to instruction in the course webpage.

The paired workshops will be offered several times per year. Upcoming workshop dates will be released in the course webpage.

Completion of the online modules is the prerequisite of registering for the workshops. Individuals who have completed the online modules will be notified for registration of upcoming workshops.

ATTENTION WORKSHOP REGISTRANTS

For this Mainpro+ three-credits-per-hour activity, you are **REQUIRED** to obtain your own opioid prescription data for learning use. You will receive detailed how-to information about this aspect after your course registration has been processed.

COURSE PROGRAM

The self-learning activity consists of the following online content:

Opening Panel

- 1 Opioid Pharmacology
- 2 Safe and Appropriate Initiation of Opioids
- 3 Monitoring Patients on Opioids
- 4 Indications for Tapering
- 5 Helping Patients to Change
- 6 Tapering Plans

Put It All Together

Additional Module: Opioid Rotation

Closing Panel

The small group learning activity consists of two three-hour workshops. These two workshops are at least eight weeks apart.

WORKSHOP 1

How to Put the Principles into My Practice: Case Scenarios

WORKSHOP 2

What Worked and Didn't Work: Enablers and Barriers

PROGRAM MAY CHANGE DUE TO CIRCUMSTANCES BEYOND OUR CONTROL

LEARNING OBJECTIVES

ONLINE MODULES

- 1 Opioid Pharmacology
 - describe the mechanisms of action for opioids
 - distinguish the terms used in opioid management
 - recognize the rationales of choosing an opioid formulation
 - describe the basic pharmacology of individual opioids
 - recognize the recommendation of offering Naloxone during an opioid taper
 - 2 Safe and Appropriate Initiation of Opioids
 - discuss with your patient about planning active treatment options
 - use the approach of informed consent to set boundaries of opioid prescribing and functional goals for opioid therapy with your patient
 - frame the conversation with a patient around urine drug screening and its results
 - choose an appropriate opioid and route of administration for your specific patient
 - explain to a patient why dose ranges are recommended in current opioid guidelines
 - 3 Monitoring Patients on Opioids
 - obtain accurate information of prescribed opioid on a patient through multiple databases
 - use the Opioid Manager tool to discuss with your patient the daily dose and monitoring of opioid
 - calculate daily morphine equivalence of opioids
 - emphasize the functional status during evaluating your patient's response to the treatment
 - 4 Indications for Tapering
 - decide which patients are candidates for tapering
 - consider the patient's willingness to change
 - develop an action plan if the patient is not willing to try tapering
 - describe the available evidence for opioid tapering
 - 5 Helping Patients to Change
 - choose language that encourages patient behaviour change
 - assess a patient's readiness to change in a variety of action areas
 - avoid creating resistance by recognizing common errors or habits
 - practice reflections and reframing
 - 6 Tapering Plans
 - counsel a patient about what to expect during a taper
 - create a shared Taper Plan to address the common challenges for sleep, mood, appetite, GI and activity during a taper
 - keep the bottom line of never going up the dosage and avoiding offering new medications when executing a taper
- Additional Module: Opioid Rotation
- explain the rationale for an opioid rotation
 - identify patient factors and opioid factors when selecting an opioid for rotation
 - explain how to conduct an opioid rotation with a cross-titration method
 - discuss safety considerations with your patient when conducting an opioid rotation

WORKSHOPS

- 1 How to Put the Principles into My Practice: Case Scenarios
 - identify circumstances when tapering opioid therapy should be considered
 - practice tapering discussion that is evidence-based and responsive to the patient's readiness for change
 - plan opioid taper with patients
- 2 What Worked and Didn't Work: Enablers and Barriers
 - share the tips for managing patients during opioid tapering including communication, counselling and medication management
 - address specific challenges that occur during an opioid taper

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PLANNING COMMITTEE | FACULTY

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DISCLOSURE OF POTENTIAL FINANCIAL CONFLICTS OF INTEREST

In keeping with accreditation guidelines, speakers participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure will be done verbally and using a slide prior to the speaker's presentation.

ACCREDITATION

The University of Calgary – Office of Continuing Medical Education and Professional Development is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME). This program was co-developed with the Calgary Chronic Pain Centre, Alberta Health Services and was planned to achieve scientific integrity, objectivity and balance.

STUDY CREDITS

CFPC

MAINPRO+ SELF-LEARNING – ONLINE MODULES

This one-credit-per-hour Self-Learning program meets the certification criteria of The College of Family Physicians of Canada and has been certified by the University of Calgary Office of Continuing Medical Education and Professional Development for up to 5.0 Mainpro+ credits.

MAINPRO+ GROUP LEARNING – WORKSHOPS

This three-credit-per-hour Group Learning program has been certified by The College of Family Physicians of Canada for up to 18.0 Mainpro+ credits.

RCPSC

This program was co-developed with the Calgary Pain Program, Alberta Health Services and was planned to achieve scientific integrity, objectivity and balance.

MOC SECTION 3 SELF-ASSESSMENT PROGRAM – ONLINE MODULES

This activity is an Accredited Self-Assessment Program (Section 3) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, and approved by University of Calgary Office of Continuing Medical Education and Professional Development. You may claim a maximum of 5.0 hours (credits are automatically calculated).

MOC SECTION 3 SELF-ASSESSMENT PROGRAM – WORKSHOPS

This activity is an Accredited Self-Assessment Program (Section 3) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, and approved by University of Calgary Office of Continuing Medical Education and Professional Development. You may claim a maximum of 6.0 hours (credits are automatically calculated).

ADDITIONAL PROGRAM INFORMATION

DRESS

Dress is business casual. Sweaters or items of clothing that can be layered are recommended since temperature in the venue may fluctuate.

MEALS

This course offers a nutrition break at the workshop. We are sensitive to dietary requirements (for example, gluten free, peanut allergies) and do our best to offer a variety of options; however we are unable to guarantee that all dietary needs can be accommodated.

SCENT FREE

To ensure the comfort of everyone attending the workshop, please do not wear scented products.

CONFIRMATION OF WORKSHOP REGISTRATION

Confirmation will be sent by email to workshop registrants.

COURSE CANCELLATION POLICY

The Office of Continuing Medical Education and Professional Development reserves the right to cancel the course if there are insufficient registrations.

REFUND POLICY

WORKSHOPS

A registration refund will be made upon written request if made at least two weeks before the start of the workshop; however \$50 will be retained for administrative costs. No refunds will be available for cancellations made within two weeks of the start of the workshop and thereafter.

REIMBURSEMENT OF REGISTRATION FEES

Physicians may be eligible for reimbursement of registration fees and expenses to attend CME courses from a fund administered by the Alberta Medical Association. For more information regarding this, please call the AMA at 780.482.2626 or 1.800.272.9680.

FOR FURTHER INFORMATION

Office of Continuing Medical Education and Professional Development, Cumming School of Medicine, University of Calgary, TRW Building, 3280 Hospital Drive NW, Calgary, AB T2N 4Z6

ABOUT COURSE CONTENT

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SPONSORSHIP

This program has received educational grants from The College of Physicians and Surgeons of Canada and the Alberta Physician Learning Program.