

# Risk Mitigation in Pain Management at HSDM



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**National, State, and Local Institutions** are influencing pain management standards and the teaching of these standards in response to the opioid crisis

**Massachusetts Governor's Working Group on Prescription Drug Misuse** tasked educators tasked them to develop improved pain education standards

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# ADA: Goals and objectives for mandatory dental pain management continuing education

- ◆ 1. Understand the principles of acute pain management
- ◆ 2. Understand how to recognize the problem patient (drug seeker, at-risk patient)
- ◆ 3. Be able to address acute pain for a patient with chronic pain
- ◆ 4. Understand principles of pain management for the elderly and pediatric dental patient

O'Neal M, editor. The ADA practical guide to substance use disorders and safe prescribing. Hoboken (NJ): Wiley-Blackwell; 2015

# Comparison of Washington state agency medical directors' opioid guidelines

## 2010

- ◆ Primary focus on chronic noncancer pain

## 2015

- ◆ Expands focus to include opioid use in acute, subacute, and perioperative pain phases, and in special populations
- ◆ Includes sections on opioid tapering and opioid use disorder
- ◆ Diagnosis based pharmacotherapy

# The principal goals of IPE:

- ◆ Diagnosis of the pain disorder,
  - ◆ Knowledge of evidenced-based treatment of the disorder,
  - ◆ Providers understanding their own role and the roles of all team members when treating the disorder,
  - ◆ Communication between health care professionals.
  - ◆ Result: a collaborative practice of patient-centered care.
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# Dental Role

- ◆ the unique role dentists play in the management of pain,
  - ◆ the particularly important role that dentistry can play with respect to patient risk assessment
  - ◆ the interprofessional relationships that dentists can foster by contributing to the collaborative practice
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- A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, partially overlapping the text of the third bullet point.

- ◆ Dental education must promote the ability for its graduates to function in today's collaborative practice



# Collaborative practice

- ◆ in health care occurs when multiple health workers
- ◆ from different professional backgrounds provide comprehensive services
- ◆ by working with patients, their families, insurance carriers, communities, and each other
- ◆ to deliver the highest quality of care across clinical settings.



# Interprofessional education (IPE)

- ◆ is defined as 2 or more professions learning from and about each other to improve
- ◆ collaboration and the quality of care

1. CAIPE. Interprofessional education: a definition. London: United Kingdom Centre for the Advancement of Interprofessional Education (CAIPE); 1997.

2. World Health Organization. Framework for action on interprofessional education and collaborative practice. Geneva (Switzerland): WHO; 2010.  
[http://apps.who.int/iris/bitstream/10665/70185/1/WHO\\_HRH\\_HPN\\_10.3\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/70185/1/WHO_HRH_HPN_10.3_eng.pdf).

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# Dental Goals for the Collaborative Practice

- ◆ Members of the health care team should understand acute dental pain and its management.
  - ◆ Be familiar with the diagnosis and standards of care for chronic orofacial pain
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# CODA Accreditation Standards for Dental Education

## 2-24 :

- ◆ At a minimum, graduates **must** be competent in providing oral health care within the scope of general dentistry, as defined by the school, including
  - e. local anesthesia, and pain and anxiety control, **including consideration of the impact of prescribing practices and substance use disorder**

# 2-24-e Competency: Goals & Objectives **SBIRT**

- ◆ Diagnosis of acute & chronic pain orofacial pain disorders **DTP ASTX**
- ◆ Be familiar with appropriate medications for pain management **Tx AD ASTX**
- ◆ Understand how to recognize addiction or drug seeking behaviors **ASTX**
- ◆ Know how to communicate to patients about their substance use disorder **NIDA cases**
- ◆ Team Communication **ASTX AdvDen**

◆ DTP :Diagnosis Treatment and Prevention; TxAD: Treatment of Active Disease; ASTX: Advanced Surgical Treatment; Adv Den:Advanced Dentistry; NIDA: National Institute of Drug Abuse

# 2-23-e Competency,

**including consideration of the impact of  
prescribing practices and substance use**

**disorder**

## Goals & Objectives 10/25/2017

- ◆ Understand the opioid crisis and dentistry role in it
  - ◆ SBIRT
- 
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# IPE at HS DM

- ◆ Collaborative Interprofessional Education (CIPE)
- ◆ Team-Based Learning (TBL) format
- ◆ self-preparation, in-class individual and team tests, and application-focused exercises
- ◆ foster active learning and critical thinking
- ◆ self-study, team-study, group learning and reflection

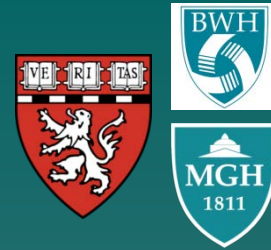


# NIH Pain Consortium

Centers of Excellence in Pain Education



**CoEPEs will develop pain management training resources for health care professionals to advance the assessment, diagnosis, and treatment of pain**



# HSDM and BWH Center of Excellence in Pain Education A Pain champion collaborative

Harvard School of Dental Medicine

Harvard Medical School Teaching Affiliates at  
Brigham & Women's Hospital and Massachusetts General Hospital

Massachusetts College of Pharmacy and Health Sciences

MGH School of Health Professions: Nursing

Tufts University School of Medicine and Dentistry



# Pain Education Guidelines

To promote independent learning via **uni-professional case-based modules** on patients with acute and chronic pain.

Cases tailored to the students' clinical background in dentistry, medicine, pharmacy, or nursing

To conduct regular **uni-professional small group sessions** led by “pain champions”

Ideal for the PBL curriculum during third (clinical) year

To **conduct inter-professional workshops**

during the fourth year before their clerkships, HSDM fourth year clinic rotation

# Harvard School of Dental Medicine Consortium Centers of Excellence in Pain Education goals for opioid prescribing

- ◆ 1. Safe and effective opioid-based management
- ◆ 2. Recognition and assessment of risk factors and signs of potential abuse, addiction, or diversion
- ◆ 3. Management of patients with evidence of, or risk factors for, opioid misuse
- ◆ 4. Use Adjunct (nonopioid) treatments
- ◆ 5. Recognize barriers to effective pain control
- ◆ 6. Use Biopsychosocial approaches and coping strategies for living with pain
- ◆ 7. Utilize communication and teamwork in understanding and managing patients' suffering

# All Graduates **Must**

- ◆ understand the current standards of care for opioid prescribing,
  - ◆ the use of screening devices to identify those at risk for substance abuse,
  - ◆ the protocols for getting an at-risk patient the treatment needed.
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# Ms. Sampson's Dental Pain and Early Refills – Strategies for Screening, Brief Intervention, and Referral for Addiction Treatment

Antje Barreveld, MD, Co-Principal Investigator

Michele Matthews, PharmD, Co-Investigator

**Harvard School of Dental Medicine and Brigham and  
Women's**

**Center of Excellence in Pain Education**

# Learning Objectives

1. Understand available screening tools for risk factors for opioid use and/or addiction.
2. Define addiction.
3. Define motivational strategies to help a patient suffering from addiction receive treatment.
4. Summarize SBIRT techniques (Screening, Brief Intervention, Referral for Treatment) in a patient with possible addiction.





# Orofacial Pain

## The state of the art

- ◆ Intracranial disorders
- ◆ 1<sup>0</sup> Headache disorders
- ◆ 2<sup>0</sup> Headache disorders
- ◆ Neuropathic pain
- ◆ Intraoral pain disorders
- ◆ TMDs
- ◆ Cervical pain disorders
- ◆ Associated structures
- ◆ Axis II mental disorders

2<sup>0</sup> = temporal arteritis, post trauma headache, medication overuse headache

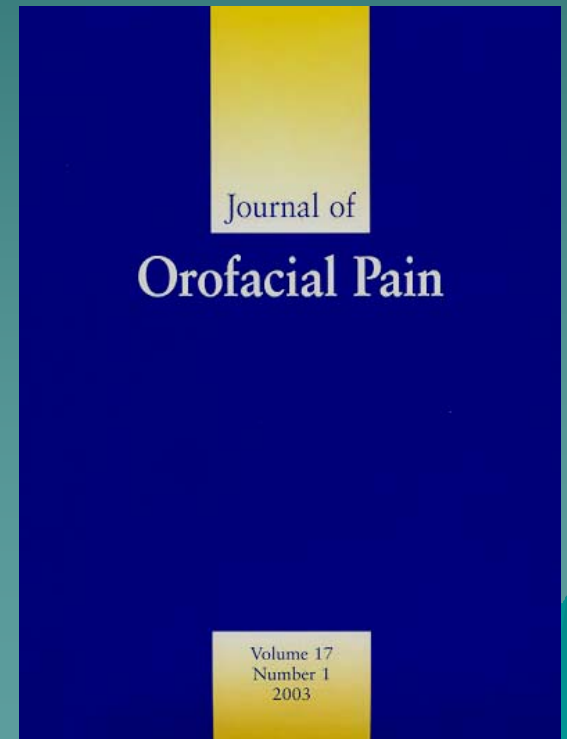
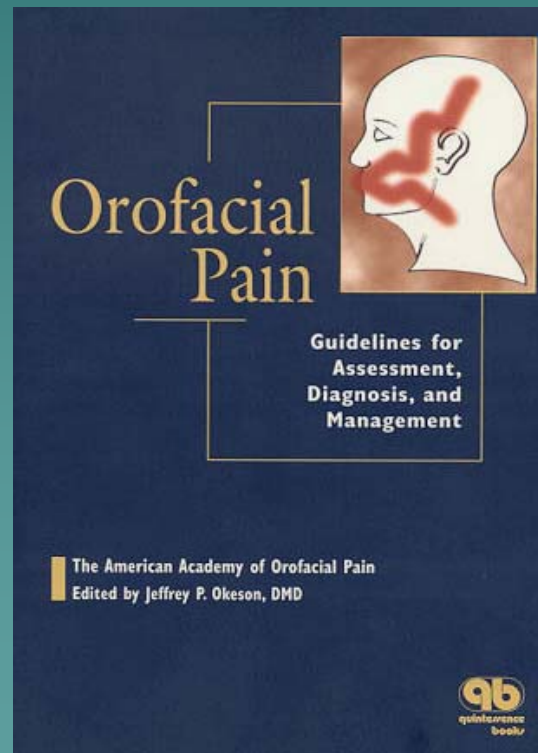
Neuropathic; episodic (TN) and constant, SMP

TMD: TMJ, masticatory muscle

Assoc structures: extra-cranial: ENT, sinus, salivary

# Orofacial Pain Classification & Diagnosis

n AAOP guidelines: 1996, 2008, 2013, 2018



# HSDM NIDA Contract

“ It is with great pleasure that I am informing you of the availability of online pain management curriculum resources developed through the NIH Pain Consortium’s Centers of Excellence in Pain Education (CoEPES).”

Dr Martha Somerman Director NIDCR / NIH

available training modules at:

[https://painconsortium.nih.gov/nih\\_pain\\_programs/coepes.html](https://painconsortium.nih.gov/nih_pain_programs/coepes.html)

ASTX AdvDent