



## **Continuing Medical Education Information:** *Substance Use Disorder in Military and Veteran Populations*

### **Activity Description**

This course is an overview of substance use disorders for healthcare providers who treat military service members and Veterans. Narrated by independent clinical psychologist Dr. Ted Bonar, the course illuminates unique and specific factors that influence the development and experience of the use of substances in the military community. Dr. Bonar reviews the symptoms of Substance Use Disorder, with emphasis on presentation in Veterans. He focuses on the use of opioids specifically, as well as clinical review of risk factors for overdose, steps in prevention, and the use of naloxone. Finally, the course reviews evidence-based treatment for substance use disorder in Veterans and the first steps for clinicians in making recommendations for their Veteran patients.

### **Target Audience**

This module is designed for healthcare professionals who treat military service members and Veteran-connected patients. That includes primary care physicians, nurse practitioners, physician assistants, nurses, pharmacists, psychologists, and other healthcare providers wishing to work more effectively with their Veteran patients to promote better patient understanding and culturally-informed care.

### **Method of Participation**

This module is approximately 0.5 hour long. The content is delivered via a streaming platform in the optimal format for your viewing device. This program is available free of charge; however, there will be an administrative certificate processing fee. Closed captions are provided and are accessible by clicking the "CC" button at the bottom right of the video page.

## Educational Objectives

Following completion of this educational activity, learners should be able to:

1. Discuss specific factors that influence the development and experience of the use of substances in the military community.
2. Explain the symptoms of Substance Use Disorder and its diagnostic criteria, focusing on uniquely Veteran presentations.
3. Discuss Opioid Use Disorder, including specific risk for overdose.
4. Describe clinician steps for prevention of overdose of opioids, including the use of naloxone and family involvement.
5. Discuss evidence-based treatment options for substance use disorder, including opioid use disorder in Veterans.

## Statement of Need

The medical and mental healthcare of our country's military Veterans and their families is a priority in America today. While some Veterans seek their healthcare in the Veterans Administration medical system, many others prefer to be treated by community providers who offer the benefit of being closer to their homes with potentially shorter wait times. Although the majority of community providers express that they would like to provide care for Veterans, very few feel comfortable interacting with this culture. In fact, a recent study published by RAND in 2018 found that only 19% of providers regularly asked their patients about their military service history and only 33% met a minimum threshold for military cultural awareness. PsychArmor aims to be part of the solution to this problem as more Veterans establish their healthcare in their own communities. Our series of courses for Healthcare Providers are narrated by national subject matter experts and provide important information for healthcare providers of all types as they include more Veterans in their practices.

## Accreditation

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the University of California San Diego School of Medicine and PsychArmor Institute. The University of California San Diego School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

## Credit Designation

**AMA:** The University of California San Diego School of Medicine designates this enduring material for a maximum of **0.5 AMA PRA Category 1 Credit™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**AAPA:** AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit™* from organizations accredited by the ACCME or a recognized state medical society. Physician assistants may receive a maximum of **0.5** hour of Category 0.5 Credit for completing this program.

**Nurses:** For the purpose of recertification, the American Nurses Credentialing Center accepts *AMA PRA Category 1 Credits™* issued by organizations accredited by the ACCME. For the purpose of relicensure, the California Board of Registered Nursing accepts *AMA PRA Category 1 Credit™* (report up to **0.5** hour of credit and list "CME Category 1" as the provider number).

**Psychologists:** The California Board of Psychology recognizes and accepts *AMA PRA Category 1 Credits™* for license renewal. Psychologists outside of California should check with their state and local boards to ensure that ACCME accredited activities are acceptable for renewal.

## Activity Release/Expiration Date

**Release Date:** 1 March 2020

**Expiration Date:** 28 February 2021

## Faculty

- **Ted Bonar, Psy.D.**  
Independent clinical psychologist
- **Heidi Squier Kraft, Ph.D.**  
Clinical Director  
PsychArmor Institute
- **Erin Brzezinski, MSW**  
Clinical Manager  
PsychArmor Institute

## Faculty

- **Laurie Lindamer, Ph.D.**  
Director, Education, and Dissemination  
VA Center of Excellence for Stress and Mental Health  
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Clinical Professor of Psychiatry  
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## Balance and Objectivity of Content

It is the policy of the University of California, San Diego School of Medicine to ensure balance, independence, objectivity and scientific rigor. All persons involved in the selection, development and presentation of content are required to disclose any real or apparent conflicts of interest. All conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms 1) altering the financial relationship with the commercial interest, 2) altering the individual's control over CME content about the products or services of the commercial interest, and/or 3) validating the activity content through independent peer review. All persons are also required to disclose any discussions of off label/unapproved uses of drugs or devices. Persons who refuse or fail to disclose are disqualified from participating in the CME activity. Participants will be asked to evaluate whether the speaker's outside interests reflect a possible bias in the planning or presentation of the activity. This information is used to plan future activities.

## Disclosure Summary

The following faculty have no relevant financial relationships to disclose:

- Ted Bonar, Psy.D.
- Heidi Kraft, Ph.D.
- Erin Brzezinski, MSW
- Laurie Lindamer, Ph.D.

The CME staff, meeting planners, editorial staff, planning committee, peer review, and CME committee reviewers do not have any relevant financial relationships to disclose.

**Off-label Disclosure:** These educational activities may contain discussion of unlabeled and/or investigational uses of agents that are not approved by the FDA. Please consult the prescribing information for each product. The views and opinions expressed in these activities are those of the faculty and do not necessarily reflect the views of the University of California San Diego.

## Cultural Competency

This activity is in compliance with California Assembly Bill 1195 which requires CME courses with patient care components to include curriculum in the subjects of cultural and linguistic competencies. Cultural competency is defined as a set of integrated attitudes, knowledge, and skills that enables healthcare professionals or organizations to care effectively for patients from diverse cultures, groups, and communities. Linguistic competency is defined as the ability of a physician or surgeon to provide patients who do not speak English or who have limited ability to speak English, direct communication in the patient's primary language. Cultural and Linguistic Competency was incorporated into the planning of this activity. Additional resources on cultural and linguistic competency and information about AB1195 can be found on the UC San Diego CME website at <http://cme.ucsd.edu>.

## Supporters

This activity is supported by an educational grant from TriWest Healthcare Alliance.

