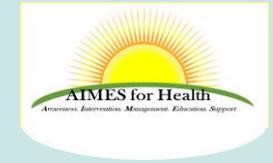


Substance Use Disorder and Pain Management Guide





AIMES

Awareness.Intervention.Management.Education.Support

Introduction

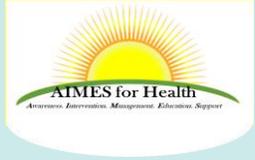
Gateway's AIMES Guide was designed to address the growing concerns of substance use disorders and prevalence of mental health conditions. The goal of the guide is to bring awareness and educate communities on the health dangers associated with the misuse and abuse of prescription drugs (opioids), the process of behavior change, and to support pain management practices.

The guide was developed based on eight self-management principles: 1) Active learning; 2) Goal Setting; 3) Problem Solving; 4) Knowledge; 5) Responsibility; 6) Social Support; 7) Respect; and 8) Skills Building. It also promotes participation to make the learning process an enjoyable activity.

The guide is adaptable to the needs and resources of organizations working towards a common goal of educating on substance use disorder and mental well-being.

The four session course is designed to be offered in a 2-hour session for 4 consecutive weeks. The sessions include topics on misuse of medication, alternative pain management practices, mental well-being, opioids, and signs and symptoms of addiction and overdose.

The versatility of this guide is such that it may be used by community health workers (Promotores de Salud), health educators, and healthcare professionals.



AIMES

Awareness.Intervention.Management.Education.Support



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Module 1:
Planting the Seed

Module 2:
Mind, Body & Opioids

Module 3:
Misuse and Abuse

Module 4:
Take Action





Module 1

Planting the Seed





Module 1

Planting the Seed



Objectives:

By the end of this session, participants will:

- Review information about opioids and the health risks associated with them;
- Receive information on the history behind the association of pain and opioids;
- Evaluate their own risk of developing opioid use disorder;
- Practice Goal Setting Process;
- Practice a alternative pain management technique.

Outline:

1. Meet, Greet and Introduce
2. Layout of session and its objectives
3. Completion of forms
4. Group Activity 1: “Introduce Me”
5. Discussion: What are opioids and pain self management?
6. Group Activity 2: “ Pass and Gol”
7. Lecture: The history of opioids
8. Activity 3: “Opioid Risk Tool”
9. Goal Setting
10. Tai Chi Demonstration Video
11. Handout distribution
12. Closing

Materials:

- Flip Chart
- Markers
- Pencils/Pens
- Name Cards
- Legal size paper
- Ball
- Risks & Benefit Cards
- Basket
- Tai Chi Demonstration Video

Forms:

- Attendance sheet/ sign-in sheet
- Enrollment forms
- Opioid Risk Tool
- Goal setting form

Handout Distribution

“ Stress”

For the facilitator...

Forms may vary depending on program/ project needs. Create a file for each participant with the following forms:

- Goals
- Consent forms
- Etc.





Lesson Plan

1. Meet, Greet and Introduce

- Greet participants as they walk into the room and make them feel welcome.
- Have participants sign in the attendance sheet.
- Hand out name cards and have participants write down their name.
- Once everyone is seated, formally introduce yourself.

2. Layout of Session and Its Objectives

Explain to participants the following information:

- The course will be held weekly, for two hours and will continue for four weeks.
- The course will provide information on the risks associated with taking prescribed opioids and the negative consequences associated with misusing and abusing prescribed medications.
- Self-management of pain will be discussed and you will receive information on non-opioid pain management practices.
- Attending the Pain Management course is important to obtain health information and develop a healthy behavior change.

3. Completion of Forms

- Enrollment Forms
- Attendance/ Sign-in Sheet



For the facilitator...

Facilitator should review and learn all information pertaining to the session beforehand. It is recommended that sessions are conducted by two facilitators.



Facilitator should assist participants to fill out forms and answer any questions or concerns they might have.



Module 1

Planting the Seed

4. Group Activity 1: “Introduce Me”

Purpose: To allow participants to get to know each other and establish a comfort level that makes interaction easier.

Materials: None

Process:

1. Pair up participants.
2. Allow five minutes for participants to interview each other and learn more about one another.
3. Encourage participants to share positive qualities about themselves and any extracurricular activities they participate in. Guide the participants by asking the following questions:
 - What makes you get out of bed in the morning?
 - What do you look forward to doing during the day?
4. Once the five minutes come to an end, have participants introduce their partner in the most exciting and positive way possible.



 ***For the facilitator...***

Interaction is very important. Participants will learn more effectively if they share within the group. Go over the teaching method that will be used to conduct the classes, for example: activities, discussions, teamwork, etc.

Guide the group to conclude that difference and similarities among people should be respected.





Module 1

Planting the Seed



5. Discussion: What are Opioid Painkillers and Self-management?

Start a group discussion by asking participants the following questions. Write their response on the flipchart.

- What is self-management?
- How does self-management relate to pain control?
- How effective are painkillers? Do they relieve all our pain?

 **For the facilitator...** *Self-management is the ability of individuals to have the necessary knowledge, attitude, skills, and confidence to adapt healthy behaviors to manage their pain on a daily basis. Through self-management individuals take responsibility in making the necessary changes to improve their lifestyle.*



For the facilitator... *The facilitator should emphasize the following:*

- *Pain is subjective, therefore varies within individuals*
- *Nonetheless, one can certainly take the necessary measures to control some of the pain*
- *Control means you empower yourself to use different means to manage your pain*

Opioid painkillers are used as medicine to treat pain. Opioids help by relieving pain and relax the body. Examples of opioid painkillers are: Codeine, OxyContin, Percocet, Vicodin, Opana, Fentanyl and others. All opioids can be highly addictive, therefore the benefits of taking them must outweigh the risk associated with them.

You can begin with adapting healthy behaviors to manage your pain by following these recommendations:

- *Adapt a regular exercise routine;*
- *Take your medication only as prescribed;*
- *Talk to your medical provider about pain management alternatives;*
- *Learn to cope for healthy living;*
- *Learn to set goals;*
- *Inform yourself more about your health;*
- *Practice relaxation techniques.*



Module 1

Planting the Seed



6. Group Activity 2: “Pass and Goal”

Purpose: Encourage participants to actively work with their healthcare team to evaluate the benefits and risks associated with their pain management treatment plan.

Materials: Ball, Cards (risks & benefits), Basket

Process:

1. Divide the group into two teams (Team A and Team B).
2. Place the basket in the center of the room.
3. Direct Team A to stand on one side of the basket and Team B to stand on the other side forming a straight line.
4. Provide each team with a ball (the team member that is farthest away from the basket will start with the ball).
5. Facilitator will explain the purpose of the activity and inform participants that they each will randomly select a card that contains either a risk or a benefit.
6. If a benefit is selected the ball will move forward and if a risk is selected the ball will move backwards.
7. The team to reach the basket first will score a GOAL (WIN).
8. Through the discussion, guide the group to analyze the importance of discussing with their healthcare providers the risks and benefits of their treatment plan.

For the facilitator ... A benefit is define as something that produces good or helpful results or effects or that promotes well-being.

A risk is define as a possibility of loss or injury.

Opioids have the potential to be addictive and can cause a person to overdose if taken differently than prescribed.

Opioids have a number of side effects that include:

- *Tolerance;*
- *Physical dependence;*
- *Increased sensitivity to pain;*
- *Constipation;*
- *Nausea, vomiting and dry mouth;*
- *Sleepiness and dizziness;*
- *Confusion;*
- *Depression;*
- *Itching sweating and others.*

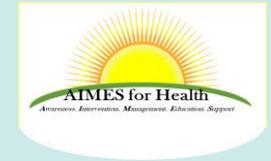


Source: Center for Disease Control and Prevention



Module 1

Planting the Seed



7. Lecture: The History of Opioids

15th century: Opium has been an ancient medicine used by the Greeks and Romans to induce sleep.

Mid-1800s: The main ingredient in opium is morphine. Morphine was widely prescribed due to its effectiveness in relieving pain.

1861: During the American Civil War, many soldiers became addicted to morphine, which initiated a morphine epidemic.

1874: Heroin was created by the Bayer Company of Germany.

1898: Heroin was introduced for medical use in the United States and marketed as a non-addictive drug. Intended to treat individuals addicted to morphine.

1924: Heroin was made illegal due to its addictive nature by the United States Congress.

1970: The Controlled Substances Act was passed, placing medication into one of the five categories known as schedules. Schedules are based on the medications medical use, potential for abuse and safety. Schedule 1 is considered the most dangerous and is no longer prescribed (heroin).

1990s: Purdue Pharma and other pharmaceutical companies marketed opioid painkillers wrongly, leaving out the risks associated with them, such as

addiction. Therefore, health care providers increased the prescription of opioid medications.

Present: Opioid Crisis- There Are Several Initiatives to Stop Opioid Misuse and Abuse and Promote Best Pain Management Practices.



For the facilitator....The development of non-addictive painkillers has been an issue for many years.

Coping skills and self-pain management can help with healthier living.





Module 1

Planting the Seed



Schedule I	Schedule II	Schedule III	Schedule IV	Schedule V
<p>Defined as drugs with no currently accepted medical use and high potential for abuse.</p> <ul style="list-style-type: none">· Heroin;· LSD;· Marijuana;· Ecstasy;· Others.	<p>Defined as drugs with high potential for abuse. These drugs are considered dangerous.</p> <ul style="list-style-type: none">· Vicodin;· Methamphetamine;· Methadone;· Hydromorphone;· Oxycodone;· Fentanyl;· Dexerdrine;· Adderral;· Ritallin.	<p>Defined as drugs with moderate to low potential for dependence or abuse.</p> <ul style="list-style-type: none">· Tylenol with codeine;· Ketamine;· Anabolic steroids;· Testosterone.	<p>Defined as drugs with a low potential for abuse and low risk for dependence.</p> <ul style="list-style-type: none">· Xanax;· Soma;· Darvon;· Darvocet;· Valium;· Ativan;· Talwin;· Ambien;· Tramadol.	<p>Defined as drugs with lower potential for abuse. Preparations with limited quantities of narcotics.</p> <ul style="list-style-type: none">· Cough preparations with less than 200 milligrams of codeine or 100 milliliters of Robitussin AC;· Lomotil;· Motofen;· Lyrica;· Parepectolin.





Module 1 Planting the Seed



8. Activity 3: “Opioid Risk Tool”

Purpose: To assess risk for opioid abuse among individuals utilizing a self-screening tool.

Materials:

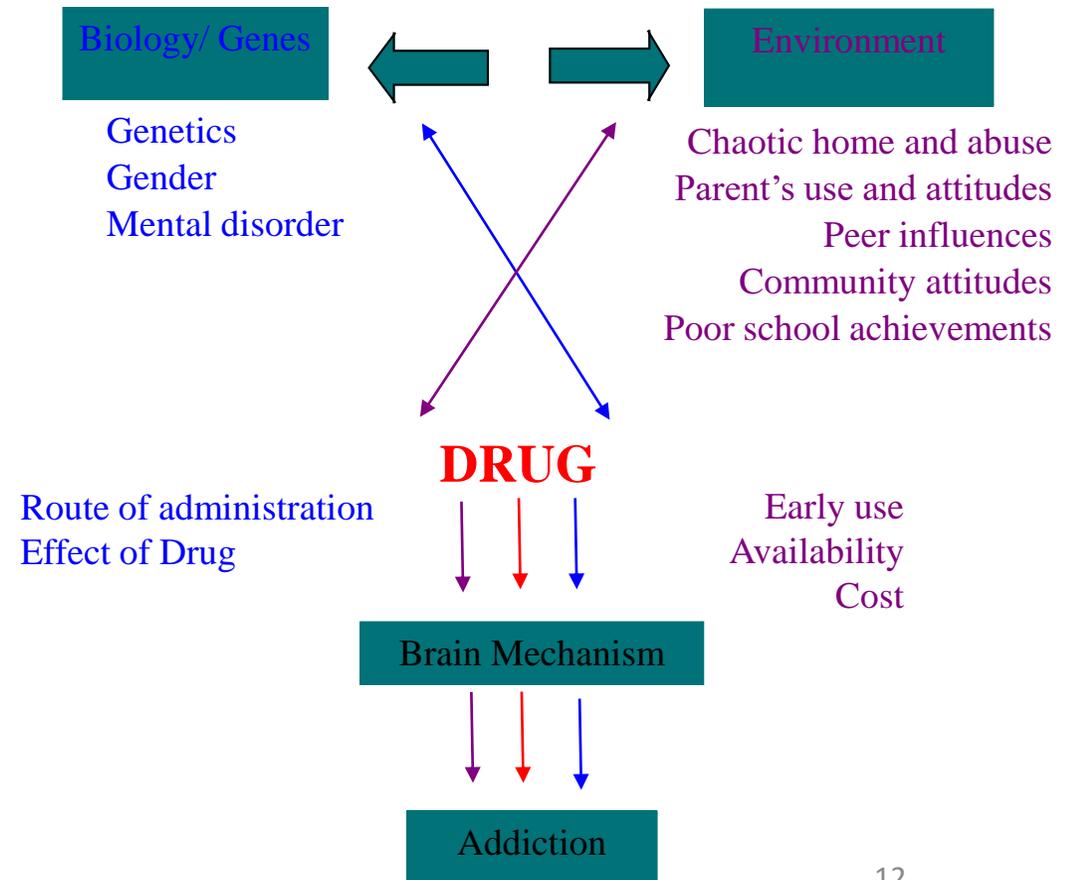
- Opioid Risk Tool form
- Pencils/pens

Process:

1. Inform participants that the Opioid Risk Tool has been designed to assess the risk for opioid abuse.
2. Emphasize that the information obtained from the questionnaire is for the participants own use.
3. Guide participants to complete the Opioid Risk Tool by reading the questions, provide sufficient time for them to document their answers.
4. Explain the significance of the score and explain some of the risk factors that increase the risk of abuse and addiction

! *For the facilitator...Patients categorized as high-risk are at increased likelihood of future abusive drug– related behavior.*
Score:3 or lower; indicated low risk for future opioid abuse.
4 to 7; indicates moderate risk for opioid abuse.
8 or higher; indicated high risk for opioid abuse.

! For the facilitator ...





Module 1

Planting the Seed



9. Goal Setting

! *For the facilitator...Introduce the concept goal setting. Explain to participants that changing a behavior may not always be easy. Therefore, setting small goals can help achieve a positive change in life. Many times our own negative thoughts interfere with our ability and determination to change or adapt a healthy behavior.*

How to Set Goals

The facilitator will ask the participants to:

1. Think of a goal that they would like to achieve.
2. Choose a goal that is realistic and can be achieved in a week's time, such as start exercising, meditation, eating healthier, start a healthy hobby, etc.
3. Select a goal that will help them make a specific behavioral change.
4. Ask themselves the following questions:
 - What is my goal?
 - How much of it can I achieve?
 - What must I do to achieve my goal?
 - When will I meet my goal?
5. Select their confidence level by choosing, “ On a scale from 1-10, with 10 being the highest, how confident am I that I will be able to meet my goals?” If the participant's confidence level is less than 7, ask him or her to consider an easier and more realistic goal.

! *For the facilitator...Document the goals set by each participant and emphasize the importance of goal setting to the group.*



Module 1

Planting the Seed



10. Tai Chi Demonstration Video

Play video from National Arthritis Foundation

Options:

- Tai Chi: Shoulder exercise
- Tai Chi: Stretches of the spine
- Tai Chi: Stretches of the neck

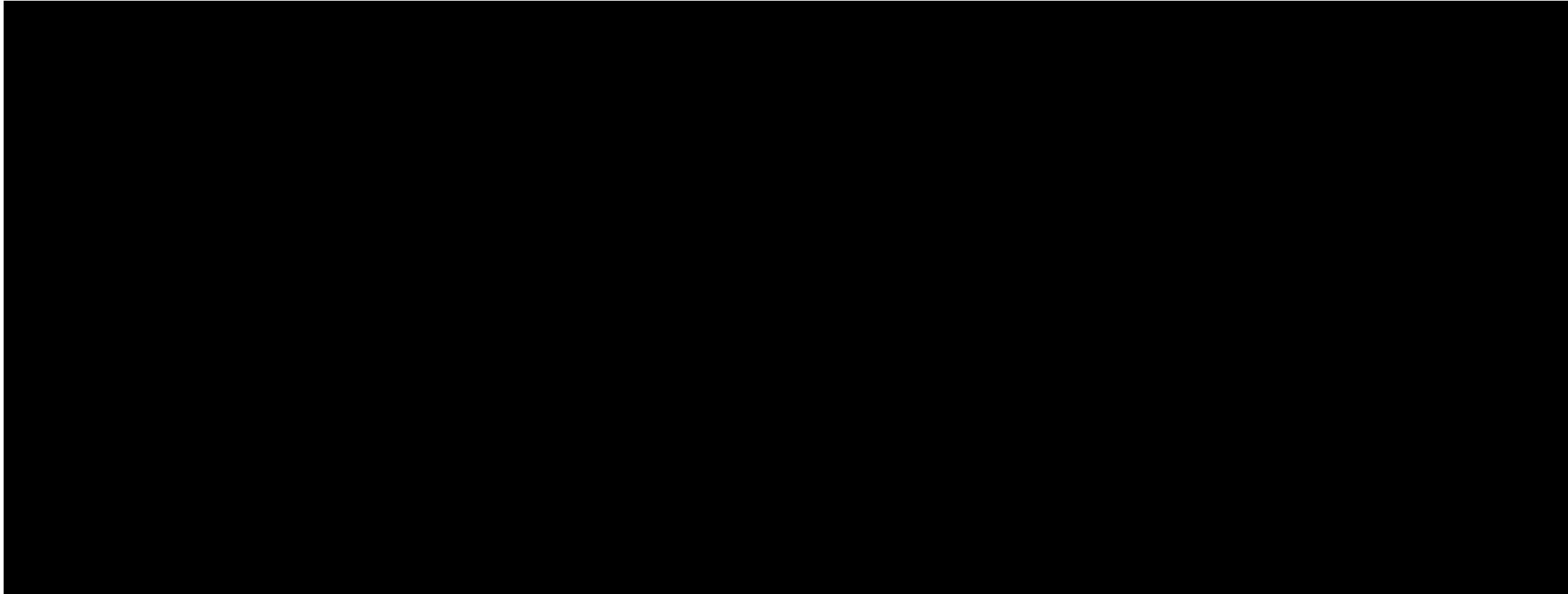
! *For the facilitator... Exercise is defined as an activity requiring physical effort, carried out to sustain or improve health and fitness. Feeling pain is a way the body warns you that you might have a health issue. It is not always recommended to avoid all forms of exercise due to pain. Depending on the type of pain you might be experiencing exercise can be a great form to cope and relief pain.*

Tai Chi is an ancient Chinese mind and body practice. It involves gentle movements with mental focus, breathing and relaxation. Movement can be adapted to individual needs and are usually circular and never forced. The muscles are relaxed, joints are not fully extended or bent.

- *Tai Chi may improve:*
- *Balance, stability, reduces falls;*
- *Reduce pain;*
- *Promote quality of life, mood, and reduce anxiety;*
- *May boost brain function and reasoning ability in older people.*



Tai Chi





Module 1

Planting the Seed

11. Handout Distribution

Distribute the handout and explain the information it contains. Invite the group to ask any questions about the material.

For the facilitator... Making lifestyle changes can be difficult, even more when a person is experiencing pain. It is necessary to focus on making changes one step at a time. Get to know your body and your capabilities and limitations. Change will occur when the person is ready, willing and able to do it. Don't STRESS. Stress can affect our physical and mental well-being.

Notes:

12. Closing

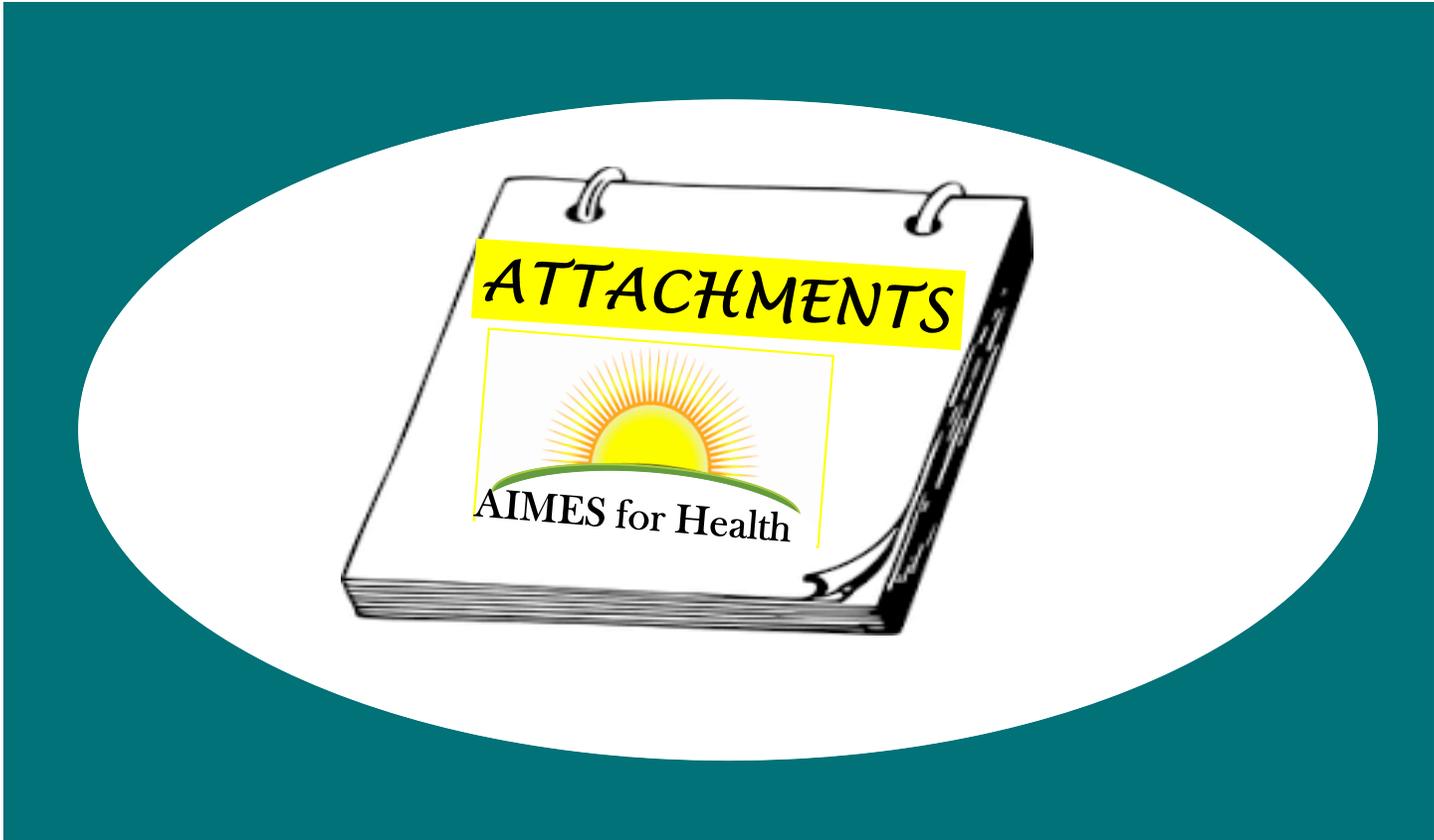
Thank the participants for their attendance, attention and participation. Invite them to return to the next session and encourage them to bring a friend or relative.





Module 1

Planting the Seed





Group Activity: “Pass and Goal”



Tolerance



Depression



Addiction



Constipation



**Slowed
breathing**



**Dizziness
Sleepiness**



Group Activity 2: “Pass and Goal”



**Physical
Dependence**



Nausea



**Improve
function by
30%**



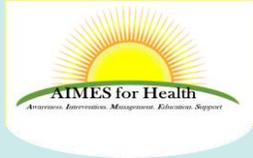
**Cough
relief**



**Pain
relief**



Confusion



Activity 3: “Opioid Risk Tool”

Opioid Risk Tool

Introduction

The Opioid Risk Tool (ORT) is a brief, self-report screening tool designed for use with adult patients in primary care settings to assess risk for opioid abuse among individuals prescribed opioids for treatment of chronic pain. Patients categorized as high-risk are at increased likelihood of future abusive drug-related behavior. The ORT can be administered and scored in less than 1 minute and has been validated in both male and female patients, but not in non-pain populations.



Activity 3: “Opioid Risk Tool”

This tool should be administered to patients upon an initial visit prior to beginning opioid therapy for pain management. A score of 3 or lower indicates low risk for future opioid abuse, a score of 4 to 7 indicates moderate risk for opioid abuse, and a score of 8 or higher indicates a high risk for opioid abuse.

Mark each box that applies	Female	Male
Family history of substance abuse		
Alcohol	1	3
Illegal drugs	2	3
Rx drugs	4	4
Personal history of substance abuse		
Alcohol	3	3
Illegal drugs	4	4
Rx drugs	5	5
Age between 16—45 years	1	1
History of preadolescent sexual abuse	3	0
Psychological disease		
ADD, OCD, bipolar, schizophrenia	2	2
Depression	1	1
Scoring totals		

Questionnaire developed by Lynn R. Webster, MD to assess risk of opioid addiction.

Webster LR, Webster R. Predicting aberrant behaviors in Opioid-treated patients: preliminary validation of the Opioid risk tool. *Pain Med.* 2005; 6 (6) : 432



Goal Setting Form

The following goals will help you improve your physical and mental well-being. What are your goals for the coming weeks? What do you want?

Please choose one or more of the following goals:	Date:	Date Made:
 <p>Goal 1: Physical activity I'll exercise ____days a week. I'll exercise __Minutes a day. I'll do this ____times a day.</p>		
 <p>Goal 2: Healthy Eating I will eat 3 meals and snacks on time (daily). The times that are like: Breakfast ____, Lunch ____, Dinner, ____Snacks____. I'll learn more about healthy eating. Other _____</p>		
 <p>Goal 3: Medications I will take my medicine as directed by your doctor and only when necessary (pain medication).</p>		
 <p>Goal 4: Healthy Coping I will participate in a healthy pastime (gardening, knitting, painting, meditation, etc.) ____ days per week for _____ minutes a day.</p>		
 <p>Goal 5: Stress Management I'm going to stop and take a deep breath 4 times every time I feel anxiety or stress. I will ____ walk, ____ take a bath, ____ do the garden, ____ read, ____ talk to a family friend, ____ pray, and when I feel a lot of stress I will do the following _____.</p>		
 <p>Goal 6: Other Examples Include smoking, drinking, making an appointment with my doctor for checkups, etc. Please specify: _____</p>		



Stress

Can It Affect Me?

Stress is how the body responds to stresses and pressures. The following are types of life stresses and pressures:

- **School**
- **Work**
- **Major changes in life;**
- **Traumatic events;**
- **Time management**

Everybody experiences stress. It is how we handle stress that may have an impact in our health. Stress can affect our physical and mental health.

How can I manage stress?

Engage in positive behavior such as:

- Exercise
- Try a relaxing activity
- Set healthy goals
- Stay positive and connected to positive people

Art Therapy



Relax



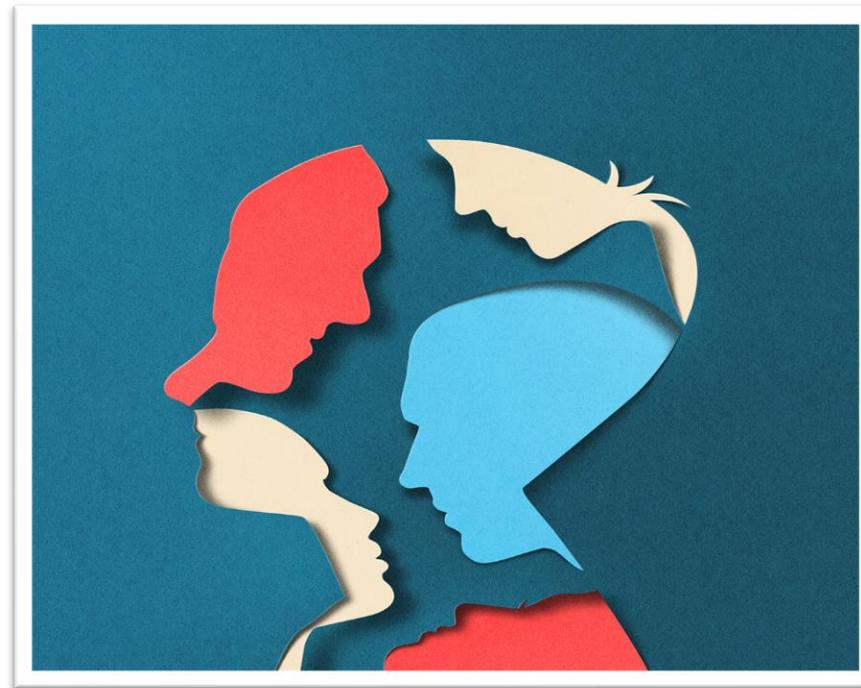
Exercise

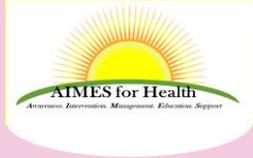




Module 2

Mind, Body and Opioids





Module 2

Mind, Body and Opioids

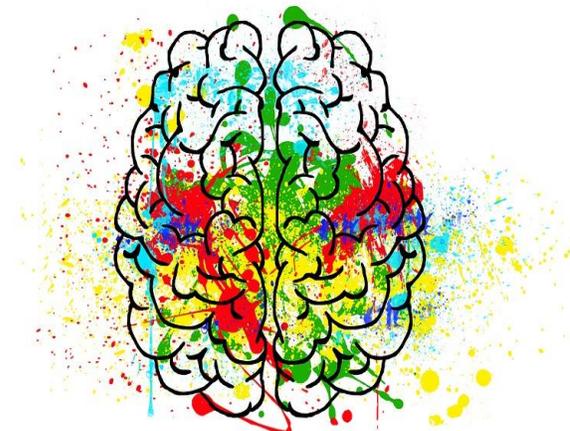
Objectives:

At the end of the session, participants will:

- Review information on how opioids interfere with brain and body function.
- Discuss how our mental health can be affected by stress, opioids and pain.
- Practice relaxation techniques.
- Set goals to improve physical and mental health.

Outline:

1. Meet, Greet and Introduce
2. Goal review
3. Activity 1: “Hands up”
4. Lecture: The Central Nervous System
5. Activity 2: “ I think”
6. Discussion: Why should I take care of my mental health?
7. Relaxation Techniques Demonstration
8. Handout distribution
9. Closing



Materials:

- Pencils/ Pens
- Markers
- Flip Chart
- Name Cards
- Brain image
- Legal size paper
- Relaxation Technique Audio

Forms:

- Attendance sheet/sign-in sheet
- Goal setting form

Handout Distribution

“Why are social bonds important?”



Module 2

Mind, Body and Opioids

1. Meet, Greet and Introduce

- Greet participants as they walk into the room and make them feel welcome.
- Have participants sign in the attendance sheet.
- Pass out name cards.
- Express your pleasure for being able to facilitate the session.

2. Goal Review

- Go over the goals that were set in the previous session. Follow the goal setting process as in Module 1.
- Facilitator will start by asking the group for a volunteer to start sharing their goals.
- Follow up with these questions:
 - What goal did you choose?
 - Were you able to achieve your goal?

If the participants answered “yes” follow up with these questions:

- Do you want to set another goal or modify the one you have?
- On a scale of 1-10, 10 being the highest, what is your confidence level in accomplishing your goal?

If the participant was unable to meet the goal, ask the following questions:

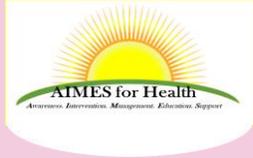
What do you think was the reason you were not able to meet your goal?

- Has this happened before?
- Why does this happen?
- Does the solution depend on you?
- How can you overcome this situation?
- Would you like for the group to offer you some suggestions?
- Do you want to set another goal or modify the one you have?
- On a scale of 1-10, 10 being the highest, what is your confidence level in accomplishing your goal?



For the facilitator... If new participants join the group, a name card will be provided. New participants must complete the required forms.





Module 2

Mind, Body and Opioids

3. Activity 1: "Hands Up"

Purpose

To bring awareness on how easy it is to repeat a pleasurable action.

Process

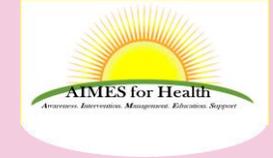
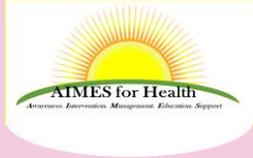
1. Ask for several volunteers depending on the size of the group.
2. Have the volunteers stand next to each other. Explain to them that they will have several statements read to them, and if it is something that is pleasurable for them they will raise their hands and jump.
3. Read the following statements to the participants:
 - I will eat a chocolate bar.
 - I will have a cup of coffee.
 - I will go dancing.
 - I will have a coke or my favorite drink.
4. Now read the same statements again and ask participants to repeat their actions (raise their hands and jump).
5. As participants repeat their actions, guide participants to understand how easy it is to repeat a pleasurable action that makes them feel happy.



For the facilitator... Guide the group to realize how easy it is to take action in something we enjoy. We must keep in mind that developing an unhealthy or bad habit can occur rapidly as well. Therefore, we must stay away from any risky behaviors. Opioids provide us with pain relief and at times pleasure because they target our reward system in our brain.

The reward system in our brain gets activated and releases dopamine. Dopamine is the chemical that gives us a pleasing feeling. It is easy to repeat actions that provide us with pleasing feelings. These feelings of pleasure are felt normally in our body when we eat, drink, sleep or have sex.





Module 2

Mind, Body and Opioids

4. Lecture: The Central Nervous System

Our central nervous system is composed of our brain, brain stem, spinal cord and millions of neurons.

Opioid receptors are located in the brain, spinal cord and other organs in our body. Opioid painkillers attach to the opioid receptors in our body and send a message that blocks our pain. As a result, we start feeling relaxed and happy.

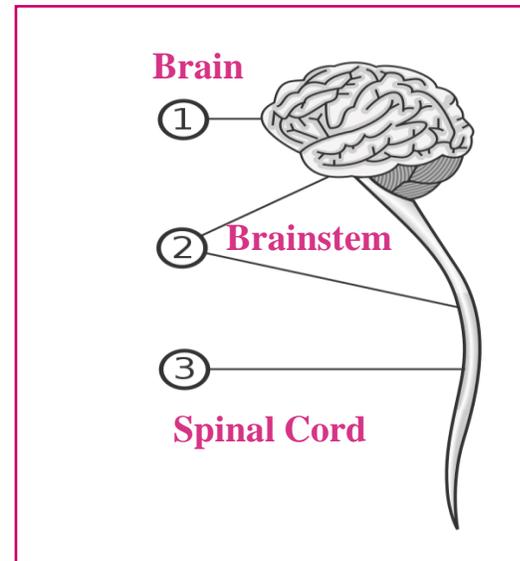
Opioids affect our brain and body in many ways such as:

Short-term

- Feeling calm, sleepy and confused;
- Slowed or stopped breathing;
- Nausea and vomiting;
- Constipation;

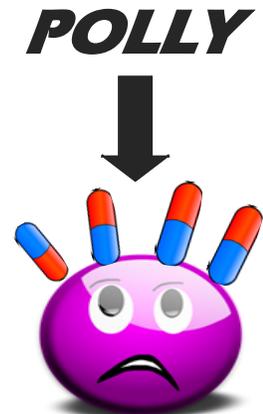
Long-term

- Dependence;
- Addiction;
- Heart infection;
- Lung infection;
- Muscle pain.



! *For the Facilitator... The Central Nervous system consists of two parts: the brain and the spinal cord. The brain receives and sends messages throughout the whole body through a chain reactions of nerve cells called neurons. These neurons secrete neurotransmitters which are chemicals that carry a message from one neuron to another.*

! *For the facilitator...Review the central nervous system and how opioids attach to opioid receptors to relief pain using “POLLY “*





Module 2

Mind, Body and Opioids



5. Activity 2: “I Think”

Purpose:

To reflect on how our pain can make us feel negatively and affect our mental health.

Material:

- Brain image
- Markers

Process:

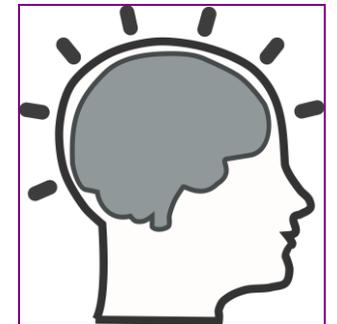
1. Tape the brain image to the wall
2. Hand a different color of marker to each participant
3. Ask the participants what negative thoughts come to their mind when they are experiencing pain. Provide the participants with a couple of minutes to think.

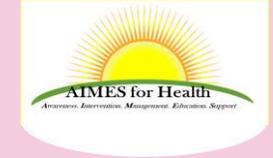
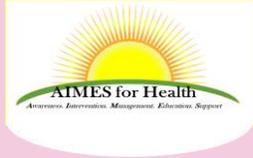
The following are examples of negative thoughts associated with pain:

- I start thinking that I want to be alone
 - I stop engaging in my regular activities because I think I can't do anything anymore.
 - I start thinking I don't have energy to do anything.
 - I start thinking I do not want to talk to anyone or socialize with people.
4. Ask each participant to write inside the brain the negative thought/thoughts that come to their mind when they experience pain.
 5. Once everyone has written their thoughts explain to the participants how thinking negatively can affect our mental health.



For the facilitator... Our mental health includes our emotional, psychological and social wellbeing. Our mental health can affect us in many ways such as the way we think, feel and act.





Module 2

Mind, Body and Opioids

6. Discussion: Why Should I Take Care of my Mental Health?

Start a group discussion by asking the participants the following questions and write their responses down on a flip chart.

- What are some of the mental health conditions we can be diagnosed with if we do not take care of our mental well-being ?
- How can depression or anxiety affect the way I think, act and feel? How does stress play a role?
- How can we take care of our mental health? What are some of the things we can do to improve our mental wellness?



For the facilitator... *Depression disorder is a common but serious mood disorder that if left untreated it can have severe effects in how feel, think and act. There are several types of depression that can occur through different circumstances.*

Anxiety disorder involves feeling extreme worry and fear. When the anxiety does not go away it can start affecting our life in many ways. There are several types of anxiety disorders that include phobias and panic disorders.



Module 2

Mind, Body and Opioids

7. Relaxation Technique Demonstration

Play audio from the UCLA Mindfulness Research Center.

- Breathing Meditation (5 mins)
- Working with difficulties (12 mins)
- Complete Meditation (19 mins)

Breathing meditation

Audio from the Research Center Mindfulness by UCLA

<https://www.uclahealth.org/marc/mindful-meditations>

! *For the Facilitator... Encourage participants to practice this meditation activity. Explain to them that meditation is a skill that requires practice. Meditation can help us cope with our pain, stress and our overall mental wellness.*



Meditation provides us with calmness and physical relaxation. Helping us with our overall health and wellbeing.

Mindfulness Meditation is a mind and body practice that originates from ancient religious and spiritual traditions. This type of practice focuses on a collective effort between brain, mind, body and behavior. There are many types of meditation. Most have four elements in common such as:

- Quiet location
- Comfortable posture (sitting, lying down, walking, etc.)
- Focus of attention (words, objects, sensations, etc.)
- Open attitude

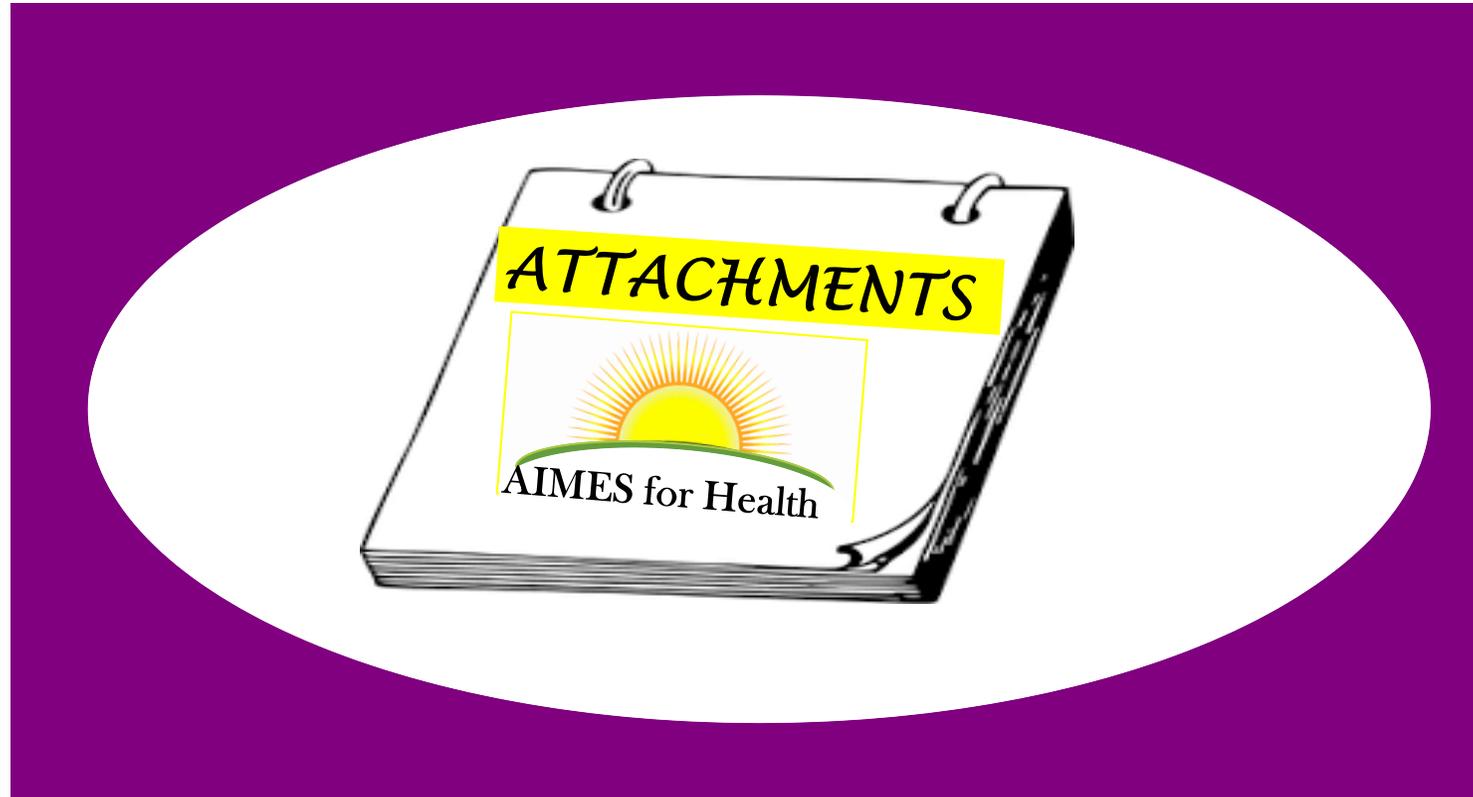
Meditation may help with the following:

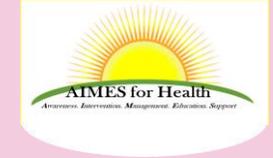
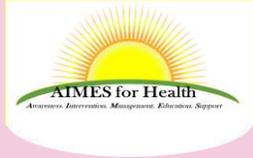
- reduce blood pressure;
- ease symptoms of anxiety, depression and insomnia
- reduce stress;
- reduce and/or helps cope with pain associated with chronic conditions.



Module 2

Mind, Body and Opioids



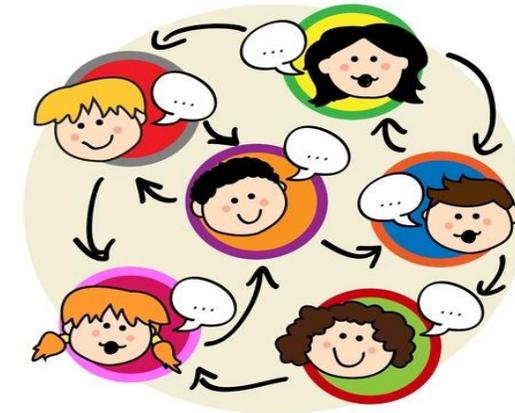


Understanding Mental Health: Why are Social Bonds Important?

Developing healthy relationships is important. How we interact with others has an impact in our mental, emotional and social well-being.

Lets connect with others!

- family members
- friends
- co-workers
- neighbors
- others



Social relationships can help us:

- Reduce stress
- Improve our overall health

Isolating ourselves from others can cause:

- Poor health
- Depression
- Increased risk of early death



Module 3

Misuse and Abuse





Module 3

Misuse and Abuse

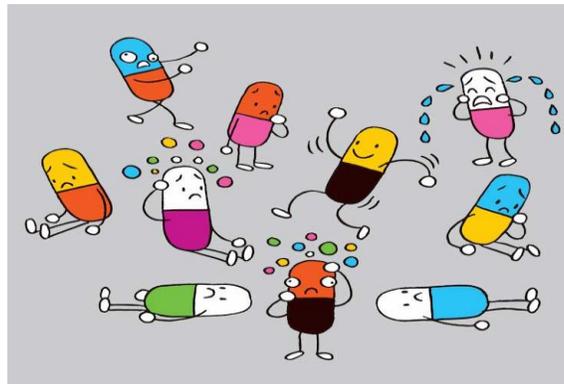
Objectives:

By the end of this session, participants will:

- Discuss pain and its association to addiction.
- Identify signs and symptoms of addiction.
- Obtain information on the most commonly abused prescribed medication.
- Identify signs of overdose and review information on naloxone.
- Obtain information and practice an alternative pain management exercise.
- Set goals to improve physical and mental health.

Outline:

- Meet ,Greet and Introduce
- Goal Review
- Activity 1: “ Misuse”
- Discussion: Prescribed Medication
- Lecture: Most commonly abused prescription medication
- Activity 2: “I.D. Addiction”
- Activity 3: “ The Chair”
- Activity 4: Yoga Demonstration video
- Handout Distribution
- Closing



Materials:

- Flip Chart
- Markers
- Pencils/Pens
- Name Cards
- Stickers/ Stamp
- Physical, Behavioral & Emotional category sign
- Signs of addiction cards
- Receptor, Opioid and Naloxone sign
- One Chair
- Misuse scenarios
- Yoga demonstration video

Forms:

- Attendance sheet/sign-in sheet
- Goal setting form

Handout Distribution:

“Lets stay busy: Engage in a Healthy Hobby.”



Module 3

Misuse and Abuse



1. Meet, Greet and Introduce

- Greet participants as they walk into the room and make them feel welcome.
- Have participants sign in the attendance sheet.
- Pass out name cards
- Express your pleasure for being able to facilitate the session.

2. Goal Review

Go over the goals using the process described in Module 2. Emphasize to the participants the importance of maintaining their goals. Offer them support.

Congratulate them on their accomplishments. If there are some who have not quite met their goal, support and encourage them. There may be some goal modifications that need to be made.





Module 3

Misuse and Abuse



3. Activity 1: “Misuse“

Purpose:

Bring awareness to different ways someone can misuse or abuse prescription medication.

Materials:

- Misuse scenarios

Process:

1. Organize the group in teams. The number of teams will depend on the number of participants in attendance.
2. Provide each team with a misuse scenario, participants will decide if that is a form of misuse. Provide them with 5 to 10 minutes.
3. Ask each team to stand up and read their scenario, and explain why their scenario is a form of misuse and what they would have done differently.
4. Guide participants to analyze and understand why it is unsafe to misuse medication.

**Safety first, do not take more medication than prescribed.
Don't put your life at risk.**



For the facilitator... Misuse of prescription medication means:

- *Taking a medication in a manner or dose other than prescribed;*
- *Taking someone else's medication;*
- *Taking a medication for the secondary effects that it may cause (high).*
- *Keep in mind that prescription drug misuse can have serious medical consequences such as addiction and overdose.*



Module 3

Misuse and Abuse



4. Discussion: Prescribed Medication

Start a group discussion by asking the participants the following questions and write their responses down on the flip chart.

Ask participants to:

- State some of the reasons someone would misuse prescribed medication?
- How does their depression, anxiety, stress or pain play a role?



- !** *For the facilitator... Reasons people might take prescription medication improperly:*
- *To feel good; drugs can produce intense feelings of pleasure*
 - *To feel better; to reduce stress, anxiety, depression and/or social pressures*
 - *To do better; to improve focus in school, work, life, and other abilities*
 - *Curiosity or social pleasure; peer pressure, impressing or proving to others their independence.*



Module 3

Misuse and Abuse

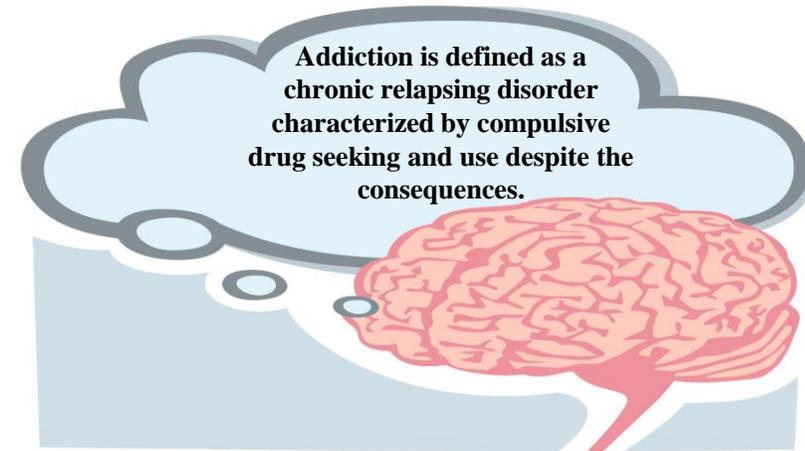


5. Lecture: Most Commonly Abused Prescription Medication

There are three classes of prescribed drugs that have a high potential for misuse and abuse. The following are the most commonly abused drugs:

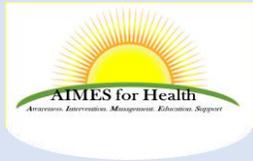
- Opioids— are usually prescribed to treat pain and have the most cases of abuse;
- Central Nervous System (CNS) Depressants— usually prescribed to treat anxiety and sleep disorders. Some of the depressants include tranquilizers, sedatives, and hypnotics;
- Stimulants— usually prescribed to treat attention-deficit disorder and narcolepsy.

Prescription misuse of opioids, CNS depressants, and stimulants have caused a serious health problem. The number of overdose death within the United States has increased due to the misuse and abuse of these medications.

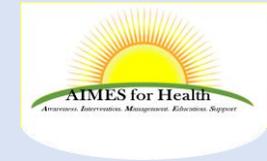


*For the facilitator... **Opioid** side effects include: sedation, dizziness, nausea, vomiting, physical dependence, tolerance, and respiratory depression. **CNS depressants** side effects include: sleepy, uncoordinated, slurred speech, poor concentration, confusion, headache, light headedness, dizziness, lowered blood pressure, slowed breathing, and dependence.*

***Stimulants** side effects include: increased blood pressure, increase heart rate, decrease blood flow, increased blood sugar, anger, paranoia, and others. All of these 3 drug categories have a high potential for misuse and abuse that can lead to addiction and or overdose.*



Module 3 Misuse and Abuse



6. Activity 2: “I.D. Addiction”



For the facilitator... Introduce the activity to the participants by explaining that there are several indicators that can help identify addiction.

Purpose:

To identify signs that are typically associated with addiction.

Material:

- physical, behavioral and emotional category sign
- Signs of addiction cards

Process:

1. Place the physical, behavioral and emotional category sign around the room.
2. Group the participants; size will depend on the number of participants in attendance.
3. Provide each group with several signs of addiction cards. Provide them with several minutes to decide which category to place the cards in.
4. Once every group has placed the sign cards in the category of their choice, go over each category and identify if the teams placed the signs correctly. Explain to them the reason each sign belongs to their appropriate category.



For the facilitator...

Physical Sign	Behavioral Sign	Emotional Sign
Over active or under active	Missing important engagements (ie. Work & school)	Loss of interest in activities/ people that used to be part of daily lives
Looking pale or undernourished	Isolated/secretive about activities	Obnoxious
Weight loss/ change in eating habits	Disruptive sleep patterns	Denial and constantly putting excuses
Bad odor/ lack of personal hygiene	Legal problems	Blaming others for everything
Repetitive speech pattern	Financial problems	Confused easily
Dilated pupils, red eyes		Defensiveness



Module 3

Misuse and Abuse



7. Activity 3: “The Chair”



For the facilitator... Naloxone is a medication that can rapidly reverse an opioid overdose. This medication binds to the opioid receptors and can block and/or reverse the effects of opioids. By doing so, it restores respiration to an individual whose respiration has slowed or stopped due to an opioid overdose. This medication can ONLY reverse an opioid overdose. It will not reverse an overdose caused by any other substance.

Purpose

Demonstrate how naloxone medication attaches to the opioid receptors to reverse or block the effects of an overdose.

Material

- Opioid, naloxone & receptor signs
- Chair

Process

1. Place a chair in the center of the room. Attach the receptor sign to the chair.
2. Ask for two volunteers to demonstrate the process. Assign one volunteer as the opioid and the other as the naloxone medication. Give each volunteer their designated sign.
3. Direct the volunteer acting as the opioid to take a seat on the receptor chair. Explain to participants that opioids attach to the opioid receptor in our body in the same manner.
4. Direct the volunteer acting as the naloxone medication to lightly push over the opioid seating in the receptor chair and to occupy that seat.
5. Emphasize to participants that the demonstration illustrates how naloxone works in our body. It does not harm us but could save a life if needed.

Know the benefits of having naloxone. It can SAVE a life. Access is easy, just ask your pharmacist about it.





Module 3

Misuse and Abuse



8. Activity 4: Yoga Demonstration Video

Play Yoga demonstration video



For the facilitator... *Yoga is a mind and body exercise practice. Yoga combines breathing control, meditation and movements to strength and stretch muscles. This type of practice benefits our physical fitness and mental fitness.*

Options available:

- *Floor yoga*
- *Chair yoga*

Yoga has several physical health benefits such as:

- *Increased flexibility;*
- *Increased muscle strength;*
- *Improve respiration and energy;*
- *Weight loss;*
- *Cardiovascular health;*
- *Pain relief.*

Yoga has several mental health benefits such as:

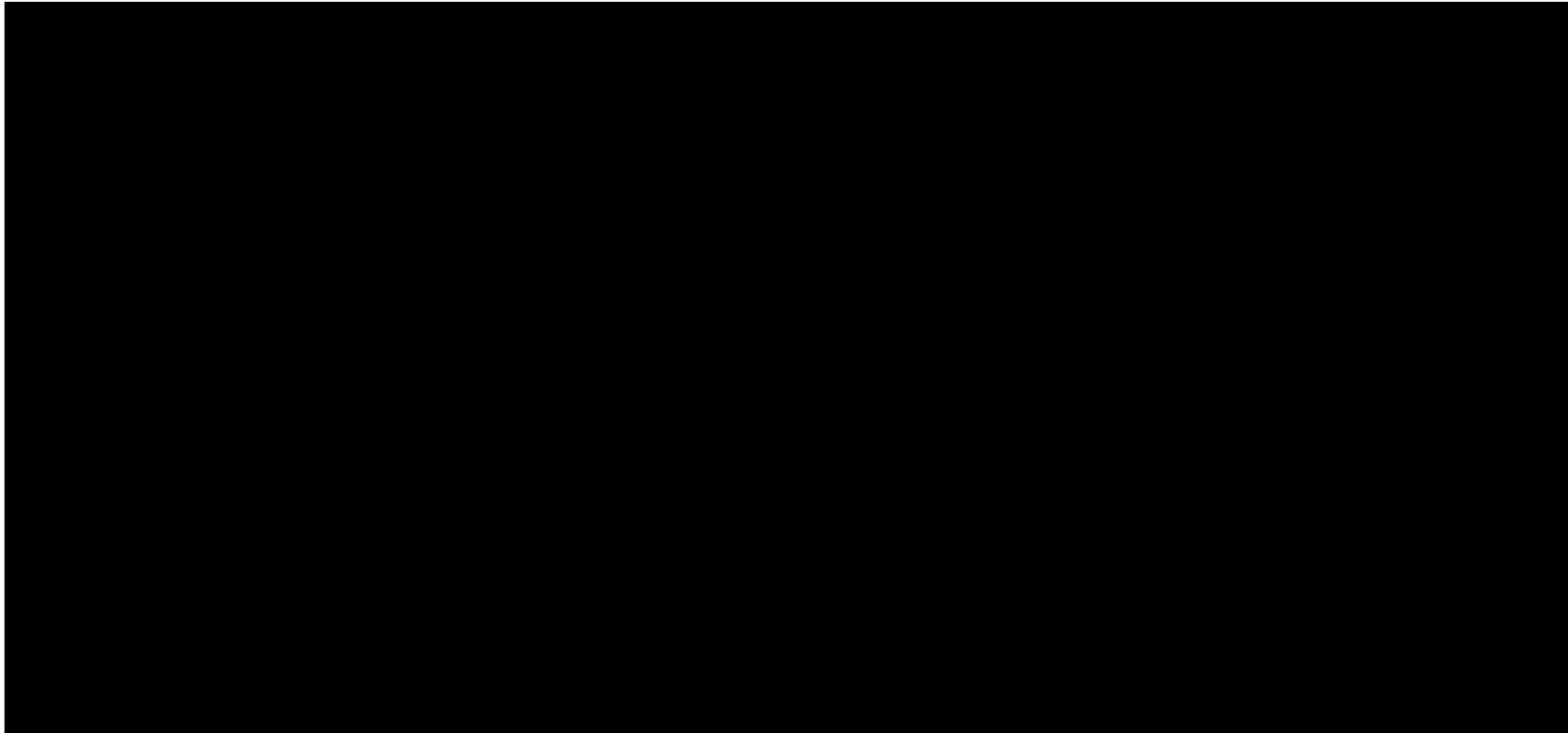
- *Reduces stress;*
- *Provides calmness and mental relaxation;*
- *Increases attention and concentration.*

Yoga can be modified for individuals with certain health conditions, strength and experience.





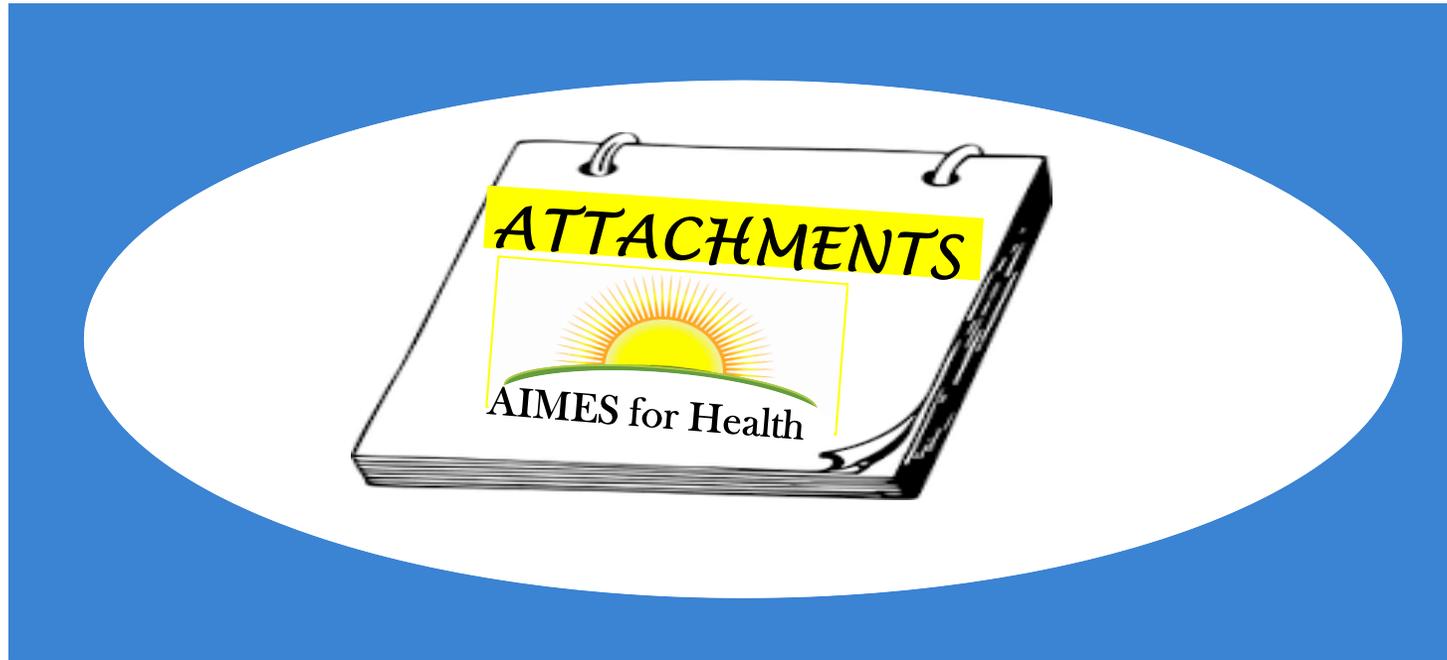
Activity 3: Yoga Demonstration Video





Module 3

Misuse and Abuse

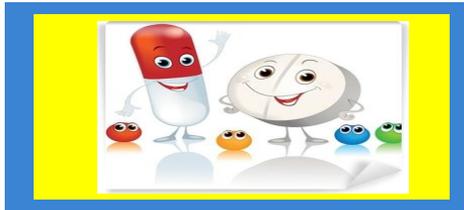
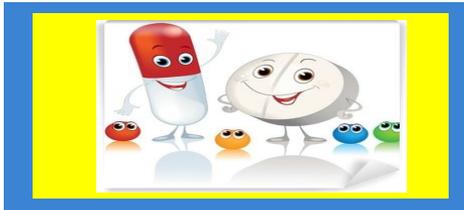




Module 3

Misuse and Abuse

Activity 1: “ Misuse”



You are almost through with your first semester in college. The only thing pending is to pass your biology final exam. A helpful friend offers you Adderall pills that were prescribed to her.

You go home after a shoulder surgery and the Vicodin that was prescribe to you was not enough for pain relief. Therefore, you decide to take the OxyContin that your husband takes for his back pain in combination with the painkillers that were prescribe to you.

You start feeling some back pain from an injury that occurred a year ago. You decide to get some old painkillers that your wife stored in the medicine cabinet.

You notice some of your Xanax pills missing from your medicine cabinet. Your son has been inviting a friend over to the house and spend hours playing video games in his room. When you approach them you notice them acting strangely.



Module 3

Misuse and Abuse



Activity 2:

“I.D. Addiction”

Physical

Emotional

Behavioral



Module 3

Misuse and Abuse



Over active or under active

Missing important engagements

Obnoxious

Disruptive sleep patterns

Looking pale or undernourished

Confused easily

Dilated pupils, red eyes

Legal problems

Bad odor/ lack of personal hygiene

Isolated/secretive about activities

Loss of interest in activities/people

Denial and putting excuses

Repetitive speech pattern

Weight loss/ change in eating habits

Defensiveness

Financial problems

**Activity 2:
“I.D. Addiction”**



Module 3

Misuse and Abuse

Activity 3: “The Chair”

Receptor



Opioid



Naloxone





Let's Stay Busy: Engage in a Healthy Hobby

A hobby is an activity that is done for enjoyment and can provide you with the opportunity to learn a new skill or improve a particular skill.

Reasons you should have at least one hobby:

- Increases knowledge
- Helps reduce stress
- Helps with patience
- Improves social life; creates bonds with others
- Increases self-esteem and confidence
- Eliminates boredom
- Challenges you to be better
- Reduce bad habits



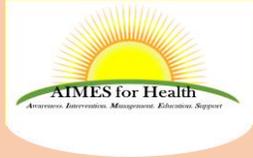


Module 4

Take Action



Together



Module 4

Take Action



Objectives:

By the end of this session, participants will:

- Discuss the negative impact that drug misuse and abuse has in the community
- Receive and discuss information on proper medication disposal
- Practice art relaxation
- Receive information on alternative pain management practice

Outline:

1. Meet, Greet and Introduce
2. Goal Review
3. Discussion: Communication and Health
4. Activity1 : Proper medication disposal
5. Activity 2: Art relaxation
6. Handout distribution
7. Graduation ceremony
8. Closing

Materials:

- Canvas
- Paint brushes
- Acrylic paint
- Foam plate
- Foam cup
- Water
- Paper towels
- Image of drawing/design
- Small Ziploc bag
- Used coffee grounds
- Pills (skittles, M&Ms or candies)

Handout Distribution:

“ Know Your Options”

Forms:

- Attendance sheet/sign-in sheet
- Course evaluation





Module 4

Take Action



1. Meet, Greet and Introduce

- Greet participants as they walk into the room and make them feel comfortable.
- Have participants sign in the attendance sheet.
- Pass out name cards and place the selected sticker in name card
- Express your pleasure for being able to facilitate the session.

2. Goal review

Go over the goals using the process described in Module 2. Emphasize to the participants the importance of maintaining their goals. Offer them support. Congratulate them on their accomplishments. If there are some who have not quite met their goal, support and encourage them. There may be some goal modifications that need to be made.

3. Discussion: Communication and Health

Start a group discussion by asking the participants the following questions and write their responses down on the flip chart.

- List how communicating effectively with our medical provider can benefit our physical and mental health?
- What would a healthcare provider expect to hear from the patient?



For the facilitator... The relationship between the patient and the doctor or the healthcare team should function as a partnership, whose interest is the patient's health.

The healthcare provider expects for the patient to:

- *Clearly communicate his/her needs.*
- *Express his/her concerns.*
- *Be honest about information that is being provided. (i.e. what medication and how much medication is he/she taking.)*

The following statements can be used as a guide to effectively communicate with the healthcare provider:

- *“ I am afraid of ... ” or “ I am nervous about... ”*
- *“ I am worried and concerned about... ”*
- *“ I would like more information on... ”*
- *“ I am curious about... ”*





Module 4 Take Action



4. Activity 1: Proper Medication Disposal

Purpose:

- To reinforce proper medication disposal.

Material:

- Used coffee grounds
- Pills (Skittles, M&Ms or candy)
- Small Ziploc bag

Process:

1. Facilitator will demonstrate how to properly dispose of unused, unwanted and expired medication by opening the Ziploc bag and mixing medicine with the used coffee grounds. Place medicine in a sealed plastic bag and dispose of it in the trash.



For the facilitator... Introduce the activity by explaining and emphasizing to the participants the importance of properly disposing unused, unwanted and expired medication for the greater good of the community and their loved ones. The proper disposal of medication reduces the misuse and abuse of prescribed drugs.

Removal of unused, unwanted and expired medicines from a person's home as quickly as possible helps reduce the chance of others accidentally taking or intentionally misusing the unneeded medicine.

It also helps with reducing the risk of those drugs entering our environment.

Best ways to dispose of medicines:

- *Medicine take-back options;*
- *Disposal in the household trash (as indicated above);*
- *Flushing certain potentially dangerous medicines in the toilet.*



Module 4

Take Action



5. Activity 2: Art Relaxation

Purpose:

To encourage creative and mental wellness.

Material:

- Canvas
- Paint brushes
- Acrylic paint
- Foam plate
- Foam cup
- Water
- Paper towels
- Image of drawing/design



Art can reduce stress and provide relaxation to people with illnesses. Engaging in art has helped people with depression, anxiety and cancer. Art has also been associated with improved memory, reasoning and resilience.

Process:

1. Provide each participant with the following:
 - Canvas
 - Paint brushes
 - Foam plate with the acrylic paint to be utilized
 - Foam cup filled half way with water
 - Paper towel
 - Image of drawing/design that will be utilized
2. Once everyone has their materials, encourage participants to get inspired and be creative. Emphasize to participants the importance of engaging in activities or exercises that can help with our physical, psychological and emotional pain.

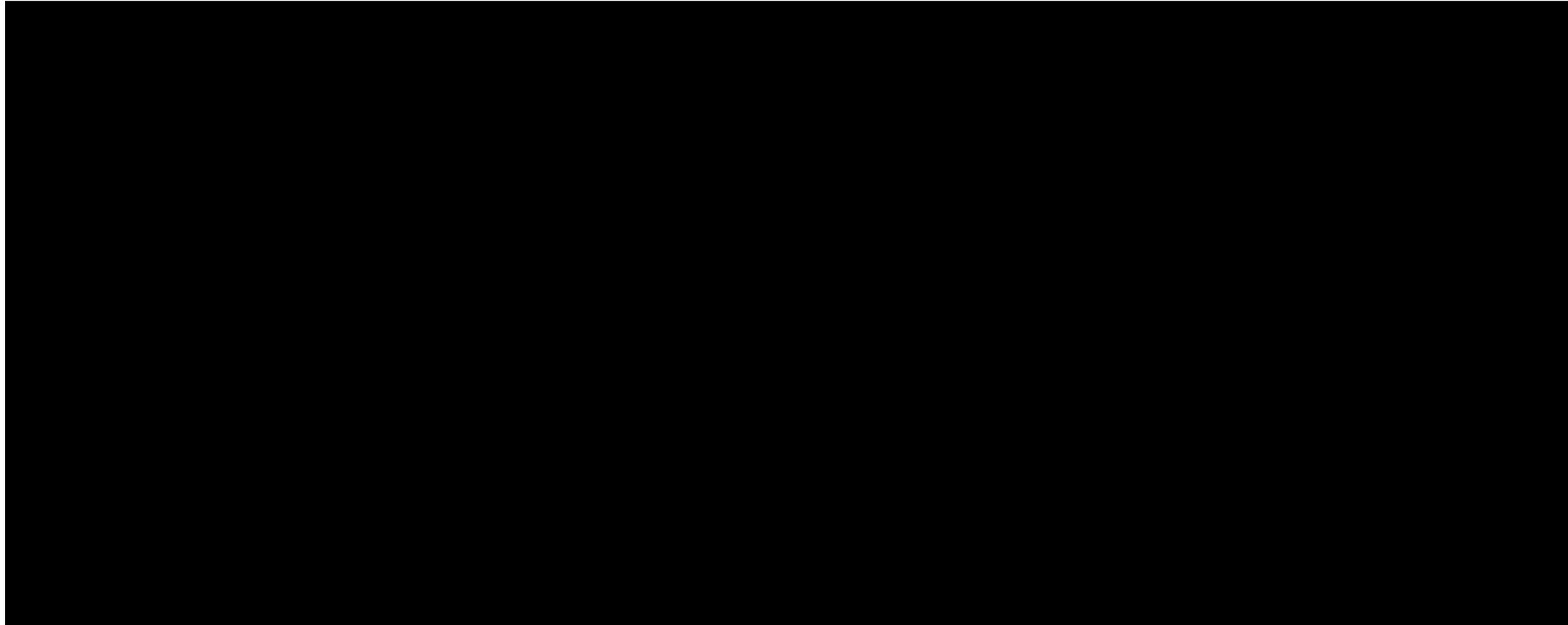


For the facilitator... Introduce activity to participants by emphasizing the importance of engaging in a soothing and relaxing hobby and /or exercise for our mental and physical wellness.



Video

Artistic Relaxation





Module 4

Take Action



6. Handout distribution:

Distribute the handout and explain the information it contains. Invite the group to ask any questions about the material.



For the facilitators...

Integrating complimentary health approaches can help us lead a healthier life .One must know their options, get informed. Education is the key.



7. Graduation Ceremony

Award a certificate of completion to the participants that attended at least three of the four sessions. Along with the certificate, give your graduate a framed group portrait. Allow participants to express themselves and share what they have learned throughout the course.

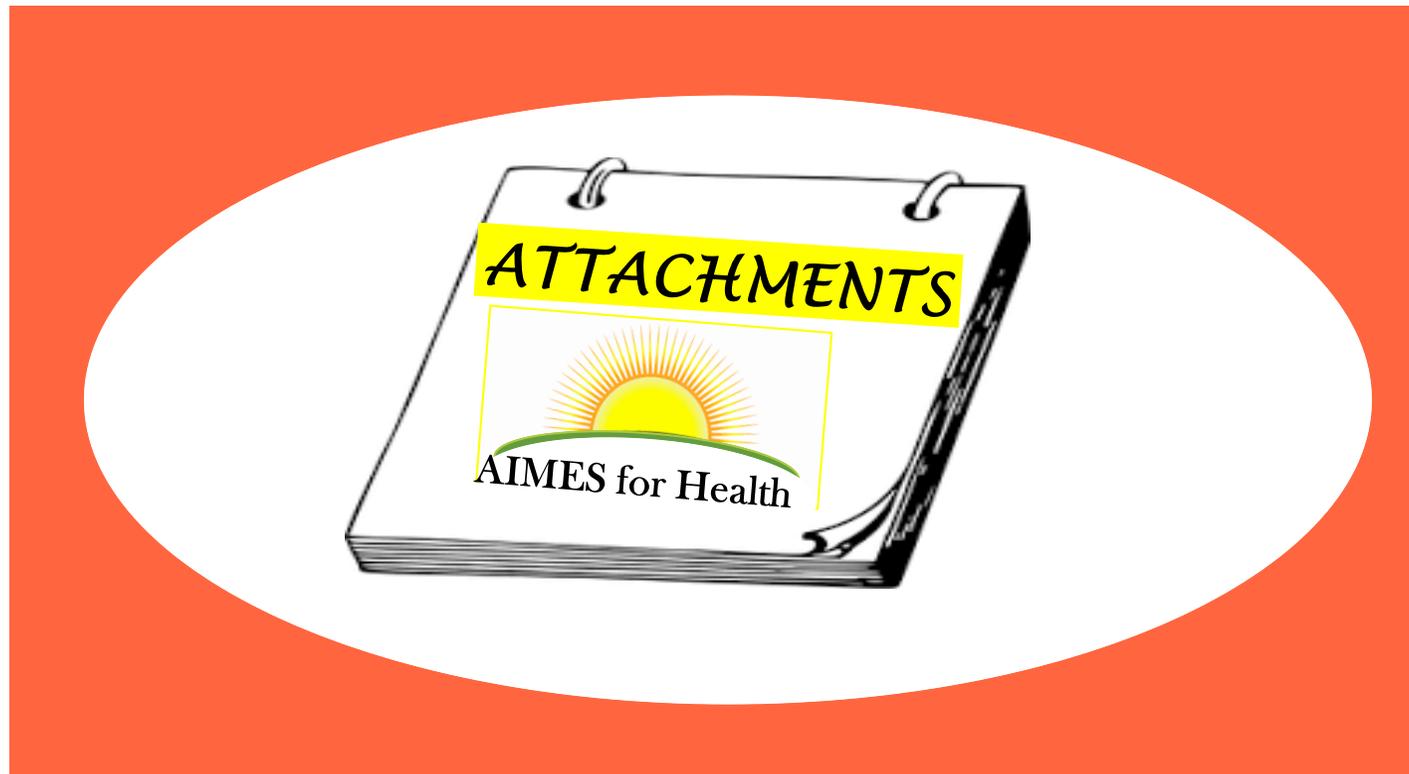
8. Closing

Once the ceremony ends, thank the participants. Acknowledge the effort that each one put into the course and congratulate them on their hard work, accomplishments, and commitment.



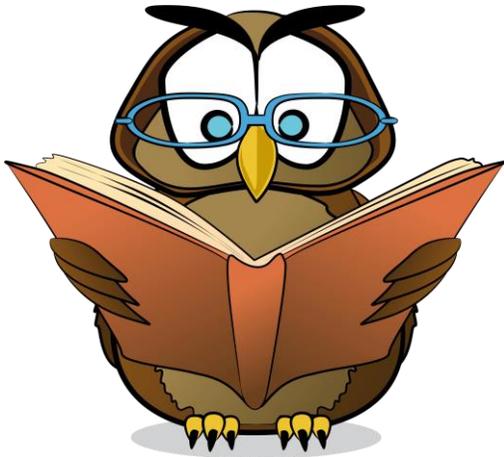
Module 4

Take Action





Know Your Options



Learn and research about pain management approaches available to you.

Not every option will work for you. Everyone is different, so one must find what best suits them based on their health needs and comfort.

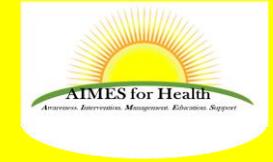
Ask for help; talk to your healthcare provider, friends and family.



Dedicating time to our health is a choice.



Substance Use Disorder and Pain Management Guide

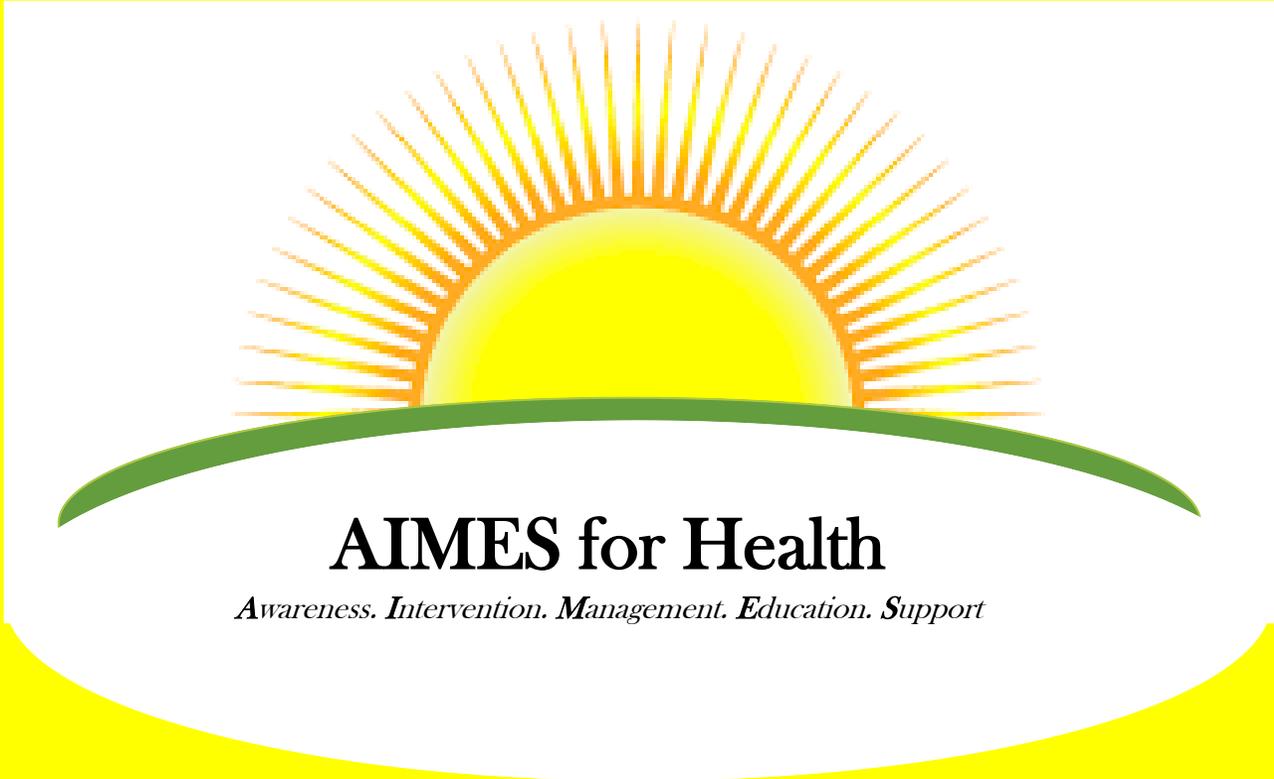


For training and material information submit your request to:

Gateway Community Health Center, Inc.
1515 Pappas St.
Laredo, TX 78041
www.gatewaychc.com
(956)795-8100

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AIMES for Health

Awareness. Intervention. Management. Education. Support

Thank you!



Sources



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- <https://www.dea.gov/druginfo/ds.shtml>
- <https://www.theatlantic.com/sponsored/purdue-health/a-brief-history-of-opioids/184/>
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