

PACES Learning Pathway – Phase 3 (Advancing)

General Information

The Provincial Addiction Curricula & Experiential Skills Learning Pathway (PACES) is an evolving four-phase sequential learning pathway providing self-paced, personalized addiction and mental (AMH) education for all skill levels. It advances learners from a basic understanding to a mastery of the competencies required to assess and treat primary addiction and/or psychiatric comorbidities (concurrent disorders) through e-learning modules, educational videos, simulated patient scenarios, and virtual skill-building sessions.

Phase 3: Advancing

Course Access: www.ahs.ca/paces

Duration: Varied due to length of individual EPA-SIM – see below for more details.

Developers: Provincial AMH, Practice Supports Team

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Global Learning Objective

Phase 3: Apply standard treatment practices for treating individuals experiencing substance use, mental health, or concurrent disorders.

Course Descriptions

Title	Learning Objectives	Approx. Duration
Alcohol Use Disorder: Emergency Department Screening, Alcohol Withdrawal Assessment and Treatment Launch Date: TBD	<ul style="list-style-type: none">Assess and interpret the signs and symptoms of alcohol use disorder and alcohol withdrawal in the emergency department.Select screening tools to assess, initiate care and modify interventions for alcohol use disorder and alcohol withdrawal.Utilize critical thinking skills to make clinical decisions within the simulation.Integrate theory into practice through reflection and guided self-debriefing.	2 hours



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<p>Alcohol Use Disorder: Comprehensive Assessment and Treatment Planning (Community)</p> <p>Launch Date: TBD</p>	<ul style="list-style-type: none"> • Implement assessment results and plan treatment for a person with AUD and a concurrent disorder in the community. • Demonstrate the ability to facilitate a person's transition from one level of care provider to another. • Recognize the importance of family engagement and education in AUD treatment. • Integrate theory into practice through reflection and guided self-debriefing. 	<p>TBD</p>
<p>Buprenorphine Naloxone Initiation in the Emergency Department</p>	<ul style="list-style-type: none"> • Teach/educate the patient regarding opioid use risks, OUD, OAT and reviews opioid poisoning prevention strategies. • Implement a plan that ensures all required treatment agreement documentation is completed and patient information is provided for safe and effective home induction following initiation of buprenorphine naloxone in the emergency department. • Plan appropriate follow up and/or referral to a community provider to ensure safe and effective titration and maintenance upon completion of buprenorphine naloxone initiation in emergency department and/or home induction. 	<p>2 hours</p>
<p>Chronic Non-Cancer Pain Part 1: Comprehensive Assessment</p>	<ul style="list-style-type: none"> • Teach/educate the patient regarding opioid use risks including opioid use disorder and ensure appropriate prescribing practice of chronic opioid therapy. • Conduct a strength-based comprehensive pain assessment that includes the dimensions of intoxication/withdrawal, biomedical conditions, emotional/behavioural/cognitive conditions and the patient's current recovery/living environment. • Formulate a DSM-5 diagnosis with relevant severity rating. • Determine if OAT is recommended. 	<p>2 hours</p>

<p>Chronic Non-Cancer Pain Part 2: Comprehensive Pain Management and De-Prescribing Opioids</p>	<ul style="list-style-type: none"> • Teach/educate the patient regarding the components of comprehensive pain management, highlighting non-pharmacological strategies and utilizing a motivational approach to support positive change behaviour in the patient's opioid use. • Determine a collaborative treatment plan for de-prescribing opioids that is aligned with evidence-informed practice standards and guidelines. • Coordinate an appropriate follow up and/or referral to community providers to ensure the maintenance of comprehensive pain management. 	<p>2 hours</p>
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