Martin Army Community Hospital  
Family Medicine Didactic Seminar  
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Alcohol-Related Illness Curriculum Outline

Curriculum Objectives:

By the completion of this educational program learners should be able to:

1. Describe alcohol-related behavior screening tools and approaches.
2. Describe the fundamental principles of motivational interviewing.
3. Describe the epidemiology and pathophysiology of alcohol withdrawal syndromes.
4. Diagnose Alcohol Use Disorder and Alcohol Withdrawal Syndromes
5. Treat Alcohol Use Disorder using multimodal interventions in the primary care setting.
6. Develop an evidence-based management strategy for patients withdrawing from alcohol.
7. Manage medical disease that results from chronic alcohol use.

Curriculum Components:

* Synchronous Sessions
  + 4 60-minute sessions spaced every 2 weeks
    1. Alcohol Use Disorder for the Primary Care Clinician
    2. A Motivational Interviewing Primer for Primary Care
    3. Alcohol Withdrawal Pearls for the Generalist
    4. Medical Complications of Alcohol Use
  + Interactive learning environment
  + Focus on skill development

Glossary:

**Alcohol Use Disorder**: A diagnosis characterized by use of alcohol with use related personal dysfunction as defined by The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.

**Alcohol-Related Illnes**s: A wide range of medical or psychiatric diseases resulting from or related to the use of alcohol.

Sessions:

1. Alcohol Use Disorder for the Primary Care Clinician
   1. Description: Aimed at introducing learners to definitions, screening approaches, and primary care interventions for alcohol related disorders.
   2. Learning Objectives: Learning Activity
      1. Recognize at-risk drinking and Alcohol Use Disorder
         1. Definitions of at-risk drinking, as defined by the Center for Disease Control and the National Institute on Alcohol Abuse and Alcoholism, were explored using a think-pair-share activity (5 minutes).
         2. An individual reflection with large group sharing (10 minutes) was used to explore diagnostic criteria for Alcohol Use Disorder defined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition.
      2. Describe screening approaches and tools
         1. Screening approaches as recommended by the United States Preventive Services Task Force were explored using Socratic questioning and a small group jigsaw with learners distributed in groups of 4 (10 minutes)
      3. Develop an approach to treating Alcohol Use Disorder with both behavioral and pharmacologic interventions
         1. Discussed using a series of case-based discussions (30 minutes) in small groups with the focus on having learners select appropriate medications by identifying important clinical factors.
         2. The US Substance Abuse and Mental Health Services Administration Screening, Brief Intervention and Referral to Treatment was reviewed using mnemonics and infographics (5 minutes).
      4. Describe contextual differences that may affect treatment of AUD
2. A Motivational Interviewing Primer for Primary Care
   1. Description: Includes a review of the transtheoretical model (“States of Change'' Model), a review of motivational interviewing principles, a stimulus video, and a frame for a role-play activity.
   2. Learning Objectives: Learning Activity
      1. Review the fundamental principles of motivational interviewing
         1. think-pair-share activity (5 minutes): used to explore learners’ existing knowledge and attitudes surrounding motivational interviewing
         2. Brief lecture review of the principles of motivational interviewing
      2. Identify good and bad application of motivational interviewing techniques
         1. Short video (15 minutes) of an ineffective clinical encounter was viewed and learners were asked to critically review the encounter, focusing on opportunities for employing reviewed motivational interviewing approaches.
      3. Demonstrate proper MI techniques through roleplay and feedback
         1. Role play activity (30 minutes) with a script derived from true clinical cases was conducted in groups of 3. Learners were each given the opportunity to role-play a patient, clinician, and act as a third-party observer (with a primary role of giving feedback to the clinician role-player)
3. Alcohol Withdrawal Pearls for the Generalist
   1. Description: Aimed at reviewing clinical context, identifying alcohol withdrawal syndromes, and choosing management strategies based on the most current evidence.
   2. Learning Objectives: Learning Activity
      1. Describe the epidemiology and pathophysiology of Alcohol Withdrawal
         1. Brief lecture review (15 minutes) with integrated socratic questioning
      2. Demonstrate approaches to screening, diagnosis, and risk stratifying Alcohol Withdrawal Syndromes
         1. Small group activity (10 minutes, groups of 4): write a clinical vignette for a patient who screens positive for alcohol withdrawal and who would be a candidate for outpatient management. Large group debrief (5 minutes)
      3. Critically analyze Management Strategies for Alcohol Withdrawal
         1. Small group jigsaw (15 minutes): describe fixed and symptom triggered dosing of different benzodiazepine agents (1 per group) and justify the choice of this agent
         2. Large group debate (5 minutes): Split large group in 2 and ask one half to advocate for symptom triggered strategy and one half to advocate for fixed dose strategy.
      4. Consider Appropriate Alcohol Use Disorder Treatments to Initiate Prior to Discharge
         1. Refer to previous session concepts
4. Medical Complications of Alcohol Use
   1. Description: A review of the history of study of medical disease due to chronic alcohol use, a review of the current proposed mechanisms of alcohol induced tissue damage, and stimulus cases.
   2. Learning Objectives: Learning Activity
      1. Describe the proposed pathophysiological contributors to alcohol related medical disease
         1. Lecture review (15 minutes, with integrated Socratic prompts to promote active learning and reflection) discussing multifactorial theory (toxic metabolites, effects of alcohol metabolism, immunologic changes, and malnutrition) of alcohol induced organ damage.
      2. Identify common presentations of alcohol related medical disease
         1. “Medical *Chopped*” (30 minutes): gamified learning activity which draws on constructivist and social constructivist learning theories by giving a partial clinical vignette as a prompt and asking learners to use both inductive and deductive reasoning to work backwards to develop a case. This also draws on dual-process cognitive theories of learning. Learners were presented with three partial cases.
      3. Discuss best management practices when caring for patients with alcohol related medical disease
         1. large group discussion (5 minutes) about best practice common management strategies across medical disease related to alcohol use disorder. Scaffolds on previous sessions