

## Helping High School Students to Understand Pain, Opioid Addiction, and Healthy Self-Care

January 2019 – December 2020

### Summary:

This pilot will build understanding of biopsychosocial nature of pain, grow student understanding of opioids, increase accessibility to wellness options by teaching pain, opioid addiction, and healthy self-care in Corvallis high schools. Evidence-based curriculum will be developed to teach and assess 100% of ninth grade students in the Corvallis School District about these topics. The professional development will give teachers, facilitators, and community partners the time and tools to collaborate with each other, further understand their own beliefs about pain and self-care, and expose teachers to the best practices for teaching students about pain awareness, opioid misuse prevention, and healthy self-care strategies.

### Progress Report:

#### A. Quarterly progress:

Goal	Measure(s)	Activities	Results to Date
Document all IHN-CCO-CCO members served by the pilot.	IHN-CCO-CCO members served by the pilot.	<ul style="list-style-type: none"> <li>Student JTC visits</li> </ul>	SY 18-19: 126 9th graders (24.7%) SY 19-20: 135 9th graders (25%)
Actively participate in at least one DST workgroup; DST recommends Health Equity.	Attend either by phone or in person.	<ul style="list-style-type: none"> <li>Participation in Social Determinants of Health workgroup by Secondary Schools Coordinator and Family Outreach Advocate</li> </ul>	The workgroup has shifted focus to housing. The district Family Outreach advocate has been attending these meetings in order to build and strengthen partnerships. This new partnership will also help the district in supporting families navigating homelessness.
Increase access to wellness opportunities in the Corvallis community.	Number of students who access community wellness opportunities Pre and post activity self-assessment data.	<ul style="list-style-type: none"> <li>Meet regularly with JTC staff</li> <li>Schedule JTC staff visits to high schools</li> <li>Schedule JTC visits for 9th graders</li> </ul>	SY 18-19: 92 9th graders with JTC membership (44 IHN members); SY 19-20: 36 9th graders with JTC membership (11 IHN members)
Develop and deliver evidence-based curriculum to all freshmen high school students in CSD509j.	Pre and post unit assessment data.	Curriculum is developed and has been shared with teachers from 4 school districts in Linn and Benton Counties. Second training occurred October 2019.	Data was not collected from 509j students
Decrease accessibility to opioids for Corvallis freshman.	Rate of accessibility to opioids.	<ul style="list-style-type: none"> <li>Administer Oregon Healthy Teen Survey</li> </ul>	In 2015, 7.4% of 11th grade students in the Corvallis School District reported use of prescription drugs in the past 30 days.

			In 2018, 3.4% of 11th grade students in the Corvallis School District reported use of prescription drugs in the past 30 days. This is below the state average of 5.2%
Decrease emergency department (ED) use for IHN-CCO-CCO members served by the wellness portion of the pilot.	Number of claims.	<ul style="list-style-type: none"> <li>● Monitor ED visits by JTC student visitors</li> </ul>	<p>Apr 2019: 1090 ED visits, 21.1 utilization rate per 1000 member months</p> <p>Aug 2019: 548 ED visits, 20 utilization rate per 1000 member months</p> <p>SY 18-19: 16 ED Diversion encounters (7 IHN member encounters)</p> <p>SY 19-20: 2 ED Diversion encounters (both IHN member encounters)</p>
Strengthen and build community partnerships.	Number of community partner interactions.	<ul style="list-style-type: none"> <li>● Johnson Teen Center</li> <li>● Samaritan Health Services</li> <li>● LBLESD</li> <li>● OSU</li> <li>● Foster Grandparent Program</li> <li>● Farm Home</li> <li>● CSC</li> <li>● Willamette Neighborhood Housing Services</li> <li>● Lebanon Alternative School</li> <li>● Live Longer Lebanon</li> <li>● OSU Public Health</li> </ul>	11 partnerships
Develop and implement curriculum.	Deliverable curriculum created and utilized.	Curriculum is developed and in shareable form through Google. Work is continuing in development of Online training and materials.	In Spring and Fall, the curriculum was shared with 53 participants.
Reach out to other counties and the Siletz Tribe.	Outreach completed.	<p>Trainings in 2019 included educators from:</p> <ul style="list-style-type: none"> <li>● Harrisburg</li> <li>● Siletz</li> </ul>	.

		<ul style="list-style-type: none"> <li>● Albany</li> <li>● Corvallis</li> <li>● Lebanon</li> </ul> <p>Lincoln County declined invite.</p>	
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**B. What has been successful?**

- The JTC visit that was scheduled in early 2019 was successful and led to higher numbers of teens participating in healthy after school choices.
- High school health teachers are working to schedule a visit in 2020.
- The trainings have resulted interest and support from surrounding communities. We will continue the live trainings post-Covid.
- There is more awareness of the importance of self-care for teachers.

**C. What are the challenges and how are you addressing them?**

- Developing teacher confidence and buy in to both the curriculum and visits to the JTC has been difficult. Persistence and 1-1 check in are one way this challenge is being addressed. In addition, outreach has been done to the highest levels of administration in some districts (Lincoln County, Siletz) in order to improve teacher participation and buy in.
- A large challenge has been that teachers are not implementing the curriculum with fidelity or recognizing that teens in Corvallis are impacted.

**D. Have there been any significant changes to the pilot goals and measures? If so, why?**

- There have been no changes to measures. Changes have been made to class offerings and locations based on feedback from student surveys. Seventy-seven percent of students identified the Johnson Teen Center as the best location for accessible wellness classes, 10% identified Lincoln as the best location, and 4% identified Lancaster Bridge. The other 9% identified mostly random locations (such as their own home, their school, or “don’t know”).
- The goals have expanded to include and largely focus on work in the Lebanon community.

**E. Have there been any significant changes to the pilot budget? Explain.**

- Curriculum development cost more than planned so some funding was shifted toward that goal. Also, as students identified art as an area of high interest we shifted funding toward creating an art cabinet at the Johnson Teen Center.
- Opportunities to disseminate the training and curriculum at multiple conferences has increased.
- A website was created for teachers and students for future use.

**F. Please report progress or activity that has been made toward pilot sustainability this past quarter.**

- Now that the curriculum has been developed and teachers have been trained to deliver the curriculum to students, the pilot has become more sustainable. What remains to be done is increase student access to the JTC and wellness activities.
- This curriculum has sparked an interest at the State level. There are multiple participants coming from other counties.
- Continue to offer self care as health care trainings to Corvallis, Sweet Home, Lebanon, and Albany school district staff.
- With some of the remaining funding we are planning to establish staff wellness spaces, as a big learning is related to staff being able to care for themselves in order to care for students.

**G. Has the pilot been approached by or been presented at any local, state, or national conferences or meetings**

- LBL ESD partner, Michael Falcon (OT), presented at the Occupational Therapy Association Oregon (OTAO) Conference in the Fall. He has also been interviewed for the San Diego Pain Summit.
- Sharna Prasad presented at OPAT (Opioids and other drugs, Pain, addiction and treatment) conference on May 29th in Bend, OR.
- Interest was expressed for presentations in Coos Bay and Lincoln County.
- Sharna to present at the Oregon PT association annual conference in March of 2020.

- Michael Falcon will present at the Oregon Pain Summit in January of 2020 in Lebanon.
- Sharna was interviewed by the PT in Motion (a national publication to be in print in October 2019)  
<http://www.apta.org/PTinMotion/2019/10/DefiningMoment/>

Sharna is also looking into applying to present at the APTA national conference.

**H. Please provide any additional information you would like to report (i.e. anecdotal stories of transformation, issues the Delivery System Transformation Committee should be aware of, etc.).**

- A Corvallis health teacher has implemented some of the self care skills for their self and their children. Unless one embodies these skills, they cannot teach it with the passion we hope to share.
- Sharna was approached by a student who was taking opioids. After having a short conversation with him, he shared a couple of months later that he had stopped taking opioids. This is indicative of how the awareness of this topic is gradually changing our community.
- Lebanon alternative schools have shown interest in the curriculum as they have seen a very high rise of Marijuana usage as well as opioids. Dates are scheduled in October and into the next year to do training with their teachers in small groups.
- Discussion of collaboration and curriculum with IASP ( International Association of the Study of Pain)
- A grant was awarded by Oregon PT association to bring a display into the Lebanon Alternative School. This will include an interactive component about the "Drug cabinet in the brain" and also encourage mindfulness, movement, and self-care. This will be a portable display that can be taken into schools.
- An IRB has been filed to study the students and teachers in the Lebanon alternative school and how the training is impacting student outcomes.
- Development of one more lesson plan on Alcohol, marijuana, vaping and caffeine is planned for next year.
- Staff wellness has become more of a focus across Corvallis schools.
- Alex Kaiser student at OSU- Pre-med/Public Health is working on making the Lebanon project her thesis project.