

Addiction Medicine Fellowship Programs: A Model for the Future



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Disclosure Information

- ◆ Timothy Brennan, MD, MPH
 - ◆ No Disclosures
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 - ◆ No Disclosures
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 - ◆ No Disclosures

Learning Objectives

- ◆ Describe the current role of fellowship training programs in meeting Addiction Medicine workforce needs.
- ◆ List key activities that fellows engage in during the Addiction Medicine training year.
- ◆ Identify the steps required to start an Addiction Medicine fellowship program.

This Session

- ◆ ACAAM: Building the Addiction Medicine Workforce
- ◆ Fellowship Basics
- ◆ The Fellowship Training Experience

ACAAM: Building Addiction Medicine Workforce

- ◆ To help meet the critical need for better integrating evidence-based practice into treatment, Addiction Medicine fellowship programs are dedicated to expanding the workforce of clinical experts, educators, researchers and health system leaders trained in the latest scientific advances ¹



1. Derefinko KJ, Brown R, Danzo A, Foster S, Brennan T, Hand S, Kunz K. Addiction Medicine Training Fellowships in North America: A Recent Assessment of Progress and Needs. Journal of Addiction Medicine. 2020 Jul/Aug;14(4):e103-e109

#ASAM2021

ACAAM: Building Addiction Medicine Workforce

- ◆ *The task before us is great:*
 - ◆ SAMHSA recently calculated that 41,000 additional Addiction Medicine Physicians are needed ²



2. Substance Abuse and Mental Health Services Administration (SAMHSA). Behavioral health workforce report.

<https://www.samhsa.gov/sites/default/files/behavioral-health-workforce-report.pdf>. Accessed December 18, 2020. #ASAM2021

ACAAM: Building Addiction Medicine Workforce

- ◆ ACAAM began in 2007 as the American Board of Addiction Medicine and the ABAM Foundation
 - ◆ ABAM certified physicians in Addiction Medicine
 - ◆ ABAM Foundation accredited 55 Addiction Medicine fellowships through 2017

ACAAM: Building Addiction Medicine Workforce

- ◆ 2016-2018: ABAM/Foundation achieved formal recognition of Addiction Medicine as a multi-specialty subspecialty
 - ◆ Responsibility for new physician certifications transferred to American Board of Preventive Medicine (ABPM)
 - ◆ Accreditation responsibility transferred to Accreditation Council for Graduate Medical Education (ACGME)

ACAAM: Building Addiction Medicine Workforce

- ◆ Established original training requirements & competencies
 - ◆ Compendium of Educational Objectives for Addiction Medicine Training (2010-13) ³
 - ◆ Core Competencies for Addiction Medicine (2012) ⁴
- ◆ Collaborated with ACGME on current guidance
 - ◆ ACGME Program Requirements for Graduate Medical Education in Addiction Medicine
 - ◆ Addiction Medicine Milestones

3. ABAM Foundation (ACAAM). Compendium of educational objectives for addiction medicine training. <https://www.acaam.org/fellowship-resource-center/resources/compendium-of-educational-objectives/>

4. ABAM Foundation (ACAAM). Core competencies for addiction medicine. <https://www.acaam.org/fellowship-resource-center/resources/core-competencies/>



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ACAAM: Building Addiction Medicine Workforce

- ◆ ACAAM's work over the past decade has resulted in
 - ◆ A growing foundation of Addiction Medicine Fellowships
 - ◆ 82 ACGME-accredited programs
 - ◆ Fellowships in 38 states, plus District of Columbia and Puerto Rico
 - ◆ An expanding network of graduates
 - ◆ 318 from US programs through 2020

ACAAM: Building Addiction Medicine Workforce

- ◆ The path forward – key initiatives
 - ◆ Addiction Medicine Curriculum
 - ◆ National Didactic Series launched in 2020
 - ◆ Anti-Racism, Diversity, Equity and Inclusion
 - ◆ 14-point program guides all ACAAM activities
 - ◆ Pipeline Development
 - ◆ Promote Addiction Medicine training and career paths
 - ◆ Underrepresented groups and underserved communities
 - ◆ Fellowships
 - ◆ Training capacity to meet the workforce need



Key elements of an Addiction Medicine fellowship training program

ACGME Program Requirements for Graduate Medical Education in Addiction Medicine

Applications will be accepted from programs for which the Sponsoring Institution also sponsors an ACGME-accredited program in at least one of the following specialties: anesthesiology, emergency medicine, family medicine, internal medicine, obstetrics and gynecology, pediatrics, preventive medicine, or psychiatry.

Applications for accreditation of addiction medicine fellowship programs will be accepted by the Review Committees for Family Medicine, Internal Medicine, and Psychiatry. Applications for accreditation are available on the Program Requirements and FAQs and Applications page of each specialty's section of the website.

If the program is not affiliated with an ACGME-accredited program in family medicine, internal medicine, or psychiatry, the program may apply as a residency-independent fellowship (see the [ACGME Manual of Policies and Procedures](#) Subject 15.b.(2).(b)). In this circumstance, email ads@acgme.org for instructions prior to initiating the application.

ACGME-approved focused revision: June 13, 2020; effective July 1, 2020

The Basics

- Fellowships are 12 months (up to 24 months part-time) ⁵
- At least 9 months clinical experience



5. Accreditation Council for Graduate Medical Education. ACGME Program Requirements for Graduate Medical Education in Addiction Medicine. July 1, 2020. ACGME. Chicago. Available at:
https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/404_AddictionMedicine_2020.pdf?ver=2020-06-19-124857-297

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The Basics

- ◆ Sponsoring institution must have at least 1 residency program in:
 - Anesthesiology
 - Emergency Medicine
 - Family Medicine
 - Internal Medicine
 - Obstetrics & Gynecology
 - Pediatrics
 - Preventive Medicine
 - Psychiatry

The Basics

- ◆ Accreditation applications submitted to Review Committees for:
 - Family Medicine
 - Internal Medicine
 - Psychiatry
- ◆ Fellowships affiliated with other specialties may apply as “residency independent” (contact ads@acgme.org)

The Basics

- Multispecialty: Open to graduates of any primary residency
 - ACGME (and ACGME International)
 - AOA
 - Royal College or College of Family Physicians of Canada
- Certification by American Board of Preventive Medicine

Program Director

- 0.2 FTE
- Certified in Addiction Medicine by ABPM

or (alternative certification through June 2022): ⁶

- ABAM
or
- ABMS certification in Addiction Psychiatry, Medical Toxicology, or Pain Medicine
or
- AOA certification in Addiction Medicine, Medical Toxicology, Pain Management or Pain Medicine

6. Accreditation Council for Graduate Medical Education. Frequently Asked Questions: Addiction Medicine. September 2020. ACGME. Chicago. Available at:

<https://www.acgme.org/Portals/0/PDFs/FAQ/404AddictionMedicine2018FAQs.pdf?ver=2020-10-07-162851-337>

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Faculty

- ◆ At least 1 certified in Addiction Medicine (in addition to Program Director)

and

- ◆ At least 1 certified in Psychiatry

and...



Faculty

- ◆ And at least 1 certified in 1 of the following:
 - Anesthesiology
 - Emergency Medicine
 - Family Medicine
 - Internal Medicine
 - Neurology
 - Ob-Gyn
 - Pediatrics
 - Preventive Medicine
 - Surgery

Rotations

- ◆ Must be at least 9 months of clinical rotations, including

“At least three months of structured inpatient rotations, including inpatient addiction treatment programs, hospital-based rehabilitation programs, medically-managed residential programs where the fellow is directly involved with patient assessment and treatment planning, and/or general medical facilities or teaching hospitals where the fellow provides consultation services to other physicians in the Emergency Department for patients admitted with a primary medical, surgical, obstetrical, or psychiatric diagnosis.”

Rotations

- ◆ Must be at least 9 months of clinical rotations, including

“At least three months of outpatient experience, including intensive outpatient treatment or “day treatment” programs, addiction medicine consult services in an ambulatory care setting, pharmacotherapy, and/or other medical services where the fellow is directly involved with patient assessment, counseling, treatment planning, and coordination with outpatient services.”

Rotations

◆ Continuity Experience

“At least one half-day per week for at least 12 months, excluding vacation, devoted to providing continuity care to a panel of patients who have an addiction disorder, in which the fellow serves as either a specialty consultative physician with care focused on the addiction disorder or as a physician who provides comprehensive care for the patient panel, including diagnosis and treatment of substance-related problems and other addictions.”

Didactics

“The didactic curriculum must include at least one half-day per week for at least 12 months, excluding vacation, devoted to longitudinal learning experiences, such as didactic sessions, individual or small group tutoring sessions with program faculty members, and/or mentored self-directed learning.”

Teaching Key Competencies in Addiction Medicine

- ABAM Educational Objectives ³
 - Assessment, diagnosis and treatment along continuum of care
 - Prevention, screening, early intervention
 - Interdisciplinary teams (other specialists, psychologists, counselors, etc.)
 - Pharmacology and pharmacotherapies
 - Psychosocial interventions
 - Medically managed withdrawal
 - Management of co-occurring conditions
 - Epidemiology and etiology
 - Behavioral addictions
 - Pregnancy

3. ABAM Foundation (ACAAM). Compendium of educational objectives for addiction medicine training.
<https://www.acaam.org/fellowship-resource-center/resources/compendium-of-educational-objectives/>#ASAM2020



Teaching Key Competencies in Addiction Medicine

New Application: Addiction Medicine
Review Committee for Anesthesiology, Emergency Medicine
Family Medicine, Internal Medicine, Obstetrics and Gynecology,
Pediatrics, Preventive Medicine, or Psychiatry
ACGME

EDUCATIONAL PROGRAM
ACGME Competencies
Patient Care and Procedural Skills

1. Indicate the settings and activities in which fellows will demonstrate competence in each of the categories listed below. Also indicate the method(s) that will be used to assess competence.

Competency	Settings/Activities	Assessment Method(s)
Comprehensive assessment, diagnosis, and treatment of patients with substance-related health problems and SUDs along a continuum of care, including inpatient/residential, outpatient treatments, early intervention, harm reduction, and prevention [PR IV.B.1.b).(1).(a).(i)]	Click or tap here to enter text.	Click or tap here to enter text.
Providing care to patients in different settings, such as inpatient medically-managed withdrawal programs, SUD treatment programs, consultation services, and integrated clinics [PR IV.B.1.b).(1).(a).(ii)]	Click or tap here to enter text.	Click or tap here to enter text.

Teaching Key Competencies in Addiction Medicine

The Addiction Medicine Milestone Project
An Initiative of
 The Accreditation Council for Graduate Medical Education
 Version 1
 January 2019
 Addiction Medicine Milestones, ACGME Report Worksheet

Patient Care 1: Screening, Evaluation, Differential Diagnosis, and Case Formulation of the Patient with or at Risk of Substance Use, Addictive Disorders, and Comorbidities				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses validated screening and assessment tools Performs biopsychosocial history and targeted physical examination Organizes, summarizes, and presents information and develops an initial differential diagnosis	Actively engages patients in discussions of screening and assessment results Incorporates biopsychosocial history, examination, lab, and collateral data into patient evaluation Uses diagnostic criteria to define differential diagnosis while avoiding premature closure	Addresses inconsistencies in collected information from screening and assessment Performs comprehensive patient evaluation, including patients with complex presentations, with indirect supervision Develops a case formulation, including diagnosis, readiness to change, risk of withdrawal and relapse, psychiatric and medical comorbidities, and recovery/living environment	Teaches validated screening and assessment tools to other health care professionals Independently performs comprehensive patient evaluation, including for patients with complex presentations Continuously reassesses the patient, adjusting the formulation as new data becomes available	Facilitates or leads screening and patient evaluation activities within an organization Participates in the ongoing development or evaluation of disease identification and diagnostic criteria
Comments: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>				

7. Tetrault, J, et al. The Addiction Medicine Milestone Project. January 2019. ACGME. Chicago. Available at:

<https://acgme.org/Portals/0/PDFs/Milestones/AddictionMedicineMilestones.pdf?ver=2019-05-22-120413-530>



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Patient Care

- ◆ comprehensive assessment, diagnosis, and treatment of patients with substance-related health problems and SUDs along a continuum of care, including inpatient/residential, outpatient treatments, early intervention, harm reduction, and prevention;

Patient Care

- ◆ providing care to patients in different settings, such as inpatient medically-managed withdrawal programs, SUD treatment programs, consultation services, and integrated clinics;

Patient Care

- ◆ providing care to SUD patients with diversity in age, gender, socioeconomic status, limited language proficiency or literacy, and comorbid medical and psychiatric conditions;

Patient Care

- ◆ working with an interdisciplinary team that includes other medical specialists, counselors, psychologists, family members, and/or other stakeholders involved in the patient's care; and
- ◆ providing continuity of care to patients.

Medical Knowledge

- ◆ the impact of substance use, including psychosocial and medicolegal implications, in diverse populations and cultures, such as in women, neonates, children, adolescents, families, the elderly, sexual and gender minorities, patients with physical or mental trauma or other injuries, military personnel and dependents, health care professionals, employees, and persons involved in the criminal justice system;

Medical Knowledge

- ◆ prevention of SUDs, including identification of risk and protective factors;
- ◆ comprehensive substance use assessment and re-assessment, including diagnostic interview, use of standardized questionnaires, lab tests, imaging studies, physical examinations, mental status examinations, consultative reports and collateral information;

Medical Knowledge

- ◆ identification and treatment of common co-occurring conditions, such as medical, psychiatric, and pain conditions;

Medical Knowledge

- ◆ pharmacotherapy and psychosocial interventions for SUDs across the age spectrum;
- ◆ the effects of substance use, intoxication, and withdrawal on pregnancy and the fetus, and the pharmacologic agents prescribed for the treatment of intoxication, withdrawal, and management, including opioid, alcohol, and sedative hypnotic withdrawal.

In Summary

- ◆ More Addiction Medicine Fellowships are needed
- ◆ Accreditation requirements provide a clear blueprint for champions to follow in starting programs
- ◆ Flexibility permits fellowships to adapt to local circumstances and patient needs

Thank You!



American College
of Academic Addiction Medicine

www.acaam.org

References

1. Derefinko KJ, Brown R, Danzo A, Foster S, Brennan T, Hand S, Kunz K. Addiction Medicine Training Fellowships in North America: A Recent Assessment of Progress and Needs. Journal of Addiction Medicine. 2020 Jul/Aug;14(4):e103-e109
2. Substance Abuse and Mental Health Services Administration (SAMHSA). Behavioral health workforce report. <https://www.samhsa.gov/sites/default/files/behavioral-health-workforce-report.pdf>. Accessed December 18, 2020.
3. ABAM Foundation (ACAAM). Compendium of educational objectives for addiction medicine training. <https://www.acaam.org/fellowship-resource-center/resources/compendium-of-educational-objectives/>
4. ABAM Foundation (ACAAM). Core competencies for addiction medicine. <https://www.acaam.org/fellowship-resource-center/resources/core-competencies/>
5. Accreditation Council for Graduate Medical Education. ACGME Program Requirements for Graduate Medical Education in Addiction Medicine. July 1, 2020. ACGME. Chicago. Available at: https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/404_AddictionMedicine_2020.pdf?ver=2020-06-19-124857-297
6. Accreditation Council for Graduate Medical Education. Frequently Asked Questions: Addiction Medicine. September 2020. ACGME. Chicago. Available at: <https://www.acgme.org/Portals/0/PDFs/FAQ/404AddictionMedicine2018FAQs.pdf?ver=2020-10-07-162851-337>
7. Tetrault, J, et al. The Addiction Medicine Milestone Project. January 2019. ACGME. Chicago. Available at: <https://acgme.org/Portals/0/PDFs/Milestones/AddictionMedicineMilestones.pdf?ver=2019-05-22-120413-530>