

PMP-101

Instructor Guide

INTRODUCTION

Thank you for your commitment to educating the next generation of physicians and pharmacists about using the Texas Prescription Monitoring Program (PMP) to improve patient safety and health outcomes. PMP-101 provides a variety of resources that have been carefully designed and curated for use in the classroom or in the field. This content is ideal for learners who are new to or have limited familiarity with the PMP.

This unit includes:

- Learning objectives
- Links to lesson resources
- Classroom activities
- Next steps

LEARNING OBJECTIVES

Upon completion of this unit, your learners will be able to:

1. Explain what the PMP is, why it is used and how it works.
2. Explore the types of patient data available in the PMP.
3. Identify how and when the PMP can be accessed.
4. Highlight the importance of using the PMP for prescribers and pharmacists.
5. State the benefits of using the PMP to patients and public health.
6. Browse through aggregate data from the PMP to identify dispensation and query patterns.
7. Look at country and statewide opioid-related data to understand the scope of the opioid crisis.

LESSON RESOURCES

The teaching material to cover the above objectives can be found in the following formats at txpmp.org:

1. **PMP-101 Handout** - This document provides basic information about the PMP at a glance. It can be printed and passed out in the classroom or in the field. It can also be circulated electronically to serve as a pre-class reading.
2. **PMP-101 PowerPoint Slides** - These slides are pre-built for easy use as a classroom presentation or as pre-class reading.
3. **PMP Data Infographic** - These infographics present quarterly PMP data visually and in an easy-to-understand format.
4. **Opioid Data** - The links below provide important data that contextualize PMP use and the opioid crisis for your learners.
 - a. [Texas Health Data](#)
 - b. SAMHSA [Key Substance Use and Mental Health Indicators in the United States](#): Results from the 2019 National Survey on Drug Use and Health (see data related to prescription drug misuse)

CLASSROOM ACTIVITY

The following activity is designed to help your learners understand and reflect on the content presented in this lesson.

Discussion I: Benefits of the PMP

Setup Instructions: For this discussion, you may split your class into three groups – patients, providers and the public. Each group will be asked to highlight the benefits of the PMP to their assigned role.

Discussion prompt:

How do you see the people in your assigned role benefiting from the PMP? What are some challenges patients, providers and the public might encounter due to the PMP?

Answer Key:

Guide your students as needed to cover the following topics during the discussion.

1. Patient benefits:

- a. Increased safety
- b. Earlier detection of potential substance use disorders

2. Patient challenges:

- a. Being “fired” by their provider
- b. Stigma associated with substance use disorders

3. Provider benefits:

- a. More holistic view of patient’s controlled substance prescription history to inform a treatment plan
- b. Easier gateway into conversations about substance misuse
- c. Protection against malpractice lawsuits

4. Provider challenges:

- a. Inaccurate or difficult to parse data
- b. Additional time required
- c. Patients may get upset when asked about potential misuse

5. Public benefits:

- a. Increased safety
- b. Decreased overdose deaths
- c. Decreased levels of untreated substance use disorders

6. Public challenges:

- a. Providers may use PMP data as a reason to “fire” patients, exacerbating the issue
- b. Increased illicit opioid use

Lesson Quiz

You are encouraged to administer a lesson quiz to ensure that your learners have mastered all the pre-stated objectives. You may pick questions from the bank below or create your own quiz questions. *(Correct answers are marked in blue.)*

1. What is the Prescription Monitoring Program?

- a. It is a statewide electronic database that collects and monitors outpatient controlled substance prescription and dispensation data.
- b. It is a program funded by the government that allows patients to receive controlled substances at a discounted price.
- c. It is an automated system that delivers prescribed controlled substances to the patient’s doorstep.
- d. It monitors the quality of controlled substances dispensed.

2. The primary intention of the PMP is to _____ .

- a. Document a patient’s medical history.
- b. Allow patients to order prescription drugs without seeing a physician.
- c. Prevent prescription drug misuse, diversion and overdose.
- d. License pharmacists.

3. The PMP was created to _____. *(Select all that apply)*

- a. promote better health outcomes.
- b. decrease prescription drug overdose deaths.
- c. track controlled substance prescription trends.
- d. track patient’s health outcomes.

4. True or False? Physicians enter prescription data into the PMP.

- a. True
- b. False

Note: Pharmacies are required to input dispensation data daily into the PMP. Individual physicians and pharmacists cannot enter prescription data into the PMP.

5. What should a prescriber or pharmacist do if they see PMP data that raises concern?

- a. Deny supplying the medication.
- b. Offer half the dose instead.
- c.** Start a discussion about the patient's use of the medication.
- d. Make a note in the chart that the patient will only be given the medication one more time.

Note: Scores that raise concern should trigger a discussion, not a decision.

6. When are prescribers and pharmacists required to check the PMP?

- a.** Every patient, every time before prescribing or dispensing opioids, benzodiazepines, barbiturates, or carisoprodol.
- b. At each patient's annual well visit.
- c. When they suspect a patient may be misusing prescription drugs.

7. The PMP helps reduce implicit bias by ensuring that providers make clinical decisions based on ____?

- a.** Objective data
- b. Intuition
- c. Patient behavior
- d. The patient's demographic profile

8. Who manages the Texas Monitoring Program?

- a. A licensed pharmacist.
- b. Pharmacy stores
- c.** The Texas State Board of Pharmacy
- d. The Texas Medical Board

9. True or False? As of March 1, 2020, Texas prescribers and pharmacists are required by law to check the PMP for all patients between the ages of 18-65 before prescribing or dispensing opioids, benzodiazepines, barbiturates, or carisoprodol.

- a. True
- b.** False

Note: As of March 1, 2020, Texas prescribers and pharmacists are required by law to check the PMP for every patient, every time, before prescribing or dispensing opioids, benzodiazepines, barbiturates, or carisoprodol.

NEXT STEPS

Congratulations on successfully implementing the PMP-101 unit in your class! We hope you and your students enjoyed learning about the PMP.

We would love to hear about your experience implementing this lesson plan. Email your feedback to updates@txpmp.org.

Also, be sure to check out our advanced PMP-201 unit. This unit serves as a pre-requisite to our PMP-201 unit.