Opioids Now More Deadly for Americans Than Traffic Accidents

According to a recent report by the National Safety Council (NSC), for the first time in history, Americans’ risk of dying from an opioid overdose is higher than their risk of dying in a car accident.

The NSC has presented data from a new analysis of preventable deaths in their publication, Injury Facts. This data supports findings that chances of dying from an accidental opioid overdose in the United States are now 1 in 96, compared to 1 in 103 risk of dying in a traffic accident.

The opioid crisis is the reason that opioid overdoses are currently at the top of the list. The crisis continues to worsen with the influx of illicit fentanyl.

The US Centers for Disease Control and Prevention data also shows that the third leading cause of preventable deaths in the US are falls. Lifetime risk of falls is 1 in 114, an increase from 1 in 119 a few years ago. Preventable injuries are the third leading cause of death, claiming over 169,000 lives in 2017. This was the only category with an increase in 2017. The other two leaders in cause of death were heart disease and cancer.

Ken Kolosh, manager of statistics at the NSC, states “We’ve made significant strides in overall longevity in the United States, but we are dying from things typically called accidents at rates we haven’t seen in half a century.” New findings in this most recent analysis reinforce that we must continue to focus on preventive measures for our patients, incorporating screening methods to identify risk factors for further evaluation and management.

Preceptor Spotlight

David Weir, MD has been precepting UNMC PA students for many years.

Dr. Weir is originally from Camarillo, CA, a small community seventy miles north of Los Angeles. He gained his undergraduate degree in both Biology (pre-med) and Mechanical Engineering from Loyola Marymount University in Los Angeles, CA and completed his medical training at the University of Michigan Medical School in Ann Arbor, MI. Residency at the University of Nebraska Medical Center brought him to our Husker state. He currently provides obstetric and gynecologic care at Contemporary OB/GYN in Kearney, NE. He has a special interest in infertility.

**What does a typical day look like for a PA student on rotation with you?**

Students begin the day with inpatient hospital rounds if necessary. After inpatient rounds, we then do outpatient clinic. In this setting, students perform patient assessments and then present the case to the preceptor. Students also spend 5 days a week on call for labor and delivery, as well as emergency situations.

**Student comment about rotation by Sarah Renee Craft, Class of 2019:**

PA students Jennifer Melvin and Ekta Haria were both awarded national scholarships by the American Society of Nephrology’s Kidney STARS Program. Both have an interest in pursuing nephrology as PAs since completing Clinical Skills Integration and a clinical rotation in the specialty. They were selected for this national award out of a competitive pool of medical students, residents, PA students, and nurse practitioner students. As recipients, both will attend ASN’s annual Kidney Week conference this fall in Washington, D.C. for an immersive nephrology experience and collaboration with other health professions students from across the country.

**Exciting CME Updates for Clinical Preceptors**

During the AAPA HOD 2019 session in Denver, CO, a favorable vote was returned to update the current policy on Category 1 CME for precepting. PA preceptors were previously eligible to receive a maximum of 10 Category 1 AAPA credits per year. That incentive has now been doubled.

PA preceptors may now earn a total of 2 AAPA Category 1 CME credits per 40-hour work week of PA student preceptorship, with a maximum of 20 AAPA Category 1 CME credits awarded per calendar year. This will allow preceptors to satisfy 80% of their
Student News

I-Wall Incorporation
Students at the Health Science Complex in Kearney have enjoyed the incorporation of the new I-Wall into their courses this year. Currently they are utilizing it each week as part of their Problem-Based Learning class. They report that it has given them an opportunity to participate more actively in the course content and remain focused on the topics delivered.

Forum on Evidence-Based Medicine
Ten UNMC PA students participated in the 2019 Forum on Evidence-Based Medicine, seven at the Omaha campus and three at the Kearney campus. Titles of the posters were:

- **Effects of Depression and Anxiety on Morbidity and Mortality after Solid Organ Transplantation – A Systematic Review**, Christa Nelson

- **Stop the Bleeding: A comparison of Postoperative Tonsillectomy Hemorrhage rates among 3 surgery techniques**, Kate Kurtenbach

- **The Effects of Parental Involvement in the Management of Pediatric Obesity**, Hannah Heaton


- **Comparison of VKA vs. NOAC vs. WATCHMAN in the prevention of stroke in nonvalvular atrial fibrillation**, Rasha Rashan

- **Reviewing Developmental Effects of Excessive Screen Time on Children Ages 0-5 Years**, Michaela Maliszewski

- **Hospitality management concerns about risk management may inhibit education of front-line staff regarding awareness of human trafficking**, Elisabeth Cowan, Shannon Liewer, Ciara McCarty

- **Application and Effectiveness of Motivational Interviewing for Weight Loss in a Primary Care Setting**, Mikayla Locke

The research poster is a mandatory assignment as a part of PA Research Techniques in Medicine. All of the posters are either a critical review of a clinical research question or an original research project.

Ultrasound Workshops
First year PA students on both campuses participated in an interprofessional education (IPE) event with students from the Diagnostic Medical Sonography (DMS) program. DMS students assisted PA students in evaluating the abdominal aorta on ultrasound while the PA students evaluated DMS students’ performance taking a medical history on a patient presenting for an ultrasound of the gallbladder. Students from both programs found the exercise fun and informative. We look forward to expanding IPE events with the DMS program.
Preceptor Perks

Did you know...?

- You can log precepting hours as Category 1 or Category 2 CME Credits
- PA Preceptors may receive 2 hours of AAPA approved Category 1 CME for every 40-hour week of clinical teaching, with a maximum of 20 Category 1 CME hours per year
- For Nurse Practitioners and Physicians: All rotations are eligible for a preceptor certificate stating the number of hours of service as a clinical preceptor. You may use this certificate to claim credits per your certifying organization

Contact Carey Wheelhouse at carey.wheelhouse@unmc.edu for further details on how to receive your documentation of hours provided.

Preceptor Tips and Tricks

Set expectations with students in the following areas:

1. Avoid using the same teaching techniques for all learners: Each student learns in a unique way, and this may not mirror your own style. Consider incorporation of visual, oral and written techniques in concrete or abstract terms to stimulate comprehension.

2. Create a positive and safe learning environment: Students are more likely to take risks when they are presented with a safe environment. Establishing mutual trust, respect and support will allow them to feel more comfortable admitting errors or what they don’t know.

3. Share your passion: If you demonstrate passion for the art of and science of healing and health care, the student is likely to emulate. They will learn as much from observing your behavior and communication of caring as they do through listening.

4. Talk through your decision process: Problem-solving skills are critical and can be learned. Point out the factors in the clinical scenario that guided your analysis and decision for management.

5. You don’t have to be perfect: Acknowledging that you don’t know something portrays that medicine is a lifelong learning process. While the student expects you to answer most questions, they do not expect you to be perfect. Acknowledging limitations is an important part of character and professional development.

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Category 1 CME requirement. And with the ability to claim additional time precepting as Category 2 CME, clinical teaching can now satisfy up to 90% of the 2-year NCCPA certification maintenance requirement!

For CME requests and questions, please contact:

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