

UVM Project ECHO Mental Health Advanced Series: Anxiety In Primary Care

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Didactic presentation is recorded. Registered participants will receive the link.

Session Agenda

- Welcome
- Objectives
- Didactic Presentation (25-35 min)
 - Q&A
- Case presentation(s)
 - Clarifying questions
 - Discussion
- Closing Announcements
 - Topic and cases for next session
 - Feedback and evaluation



ECHO Model: All Teach, All Learn



Cohort-based learning on ZOOM

- Have your camera on as much as possible, especially when joining the meeting and during discussions
- Questions and comments are welcome – use the “raise hand” feature or put them in the chat
- This is not a webinar! Participation is key

Case-based learning

- 1-2 participant cases each session using provided template
- Contact Mark Pasanen to present a case

Series Objectives

Learning objectives for this ECHO series include the ability to:

1. Describe the various diagnoses in the anxiety family, and the nuances and complexities in these diagnoses
2. Implement brief intervention and “rapid” cognitive behavioral therapy into practice
3. Design standard of care pharmacologic and therapeutic treatment regimens for patients with anxiety disorders

CMIE Disclosures

The Robert Larner College of Medicine at The University of Vermont is accredited by the American Nurses Credentialing Center (ANCC), the Accreditation Council for Pharmacy Education (ACPE), and the Accreditation Council for Continuing Medical Education (ACCME), to provide continuing medical education for the healthcare team.

The University of Vermont has approved your application and designates each session a maximum of **1.5 AMA PRA Category 1 credit(s)**TM.

This program has been reviewed and is acceptable for up to **1.5 Nursing Contact Hours**.

The Robert Larner College of Medicine University of Vermont has been authorized by the American Academy of PAs (AAPA) to award AAPA Category 1 CME credit for activities planned in accordance with AAPA CME Criteria. This activity is designated for **1.5 AAPA Category 1 CME credits**.

As a Jointly Accredited Organization, The Robert Larner College of Medicine at the University of Vermont is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. The University of Vermont maintains responsibility for this course. Social workers completing this course receive 1.5 continuing education credits.

Successful completion of this CME activity, which includes participation in the evaluation component, enables the participant to earn up to **1.5 MOC points** in the American Board of Internal Medicine's (ABIM) Maintenance of Certification (MOC) program; It is the CME activity provider's responsibility to submit participant completion information to ACCME for the purpose of granting ABIM or ABP MOC credit.

This activity was planned by and for the healthcare team, and learners will receive 1.5 Interprofessional Continuing Education (IPCE) credit for learning and change.

Participants should claim only the credit commensurate with the extent of their participation in the activity.

CMIE Disclosures

Interest Disclosures: As an organization accredited by the ACCME to sponsor continuing medical education activities, UVMCMIE is required to disclose any real or apparent conflicts of interest (COI) that any speakers may have related to the content of their presentations.

Meeting Disclaimer: Regarding materials and information received during this educational event, the views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of the University of Vermont.

Brief Intervention Highlights & “Ultra Brief CBT”

Julia Terman, MA

University of Vermont Department of Psychological Science

March 6, 2024

Session Objectives

Learning objectives for this ECHO session include the ability to:

1. Understand the utility of brief single-session interventions.
2. Identify the principles of cognitive-behavioral therapy (CBT).
3. Consider utilizing an ultra-brief deep breathing and diffusion exercise when appropriate in routine visits.

Anxiety in the U.S.

- 31.1% of adults have an anxiety disorder at some point in their life¹
- Most patients don't ever make it to a specialist for anxiety services
- Primary care is the most accessible setting for anxiety treatment

Solutions

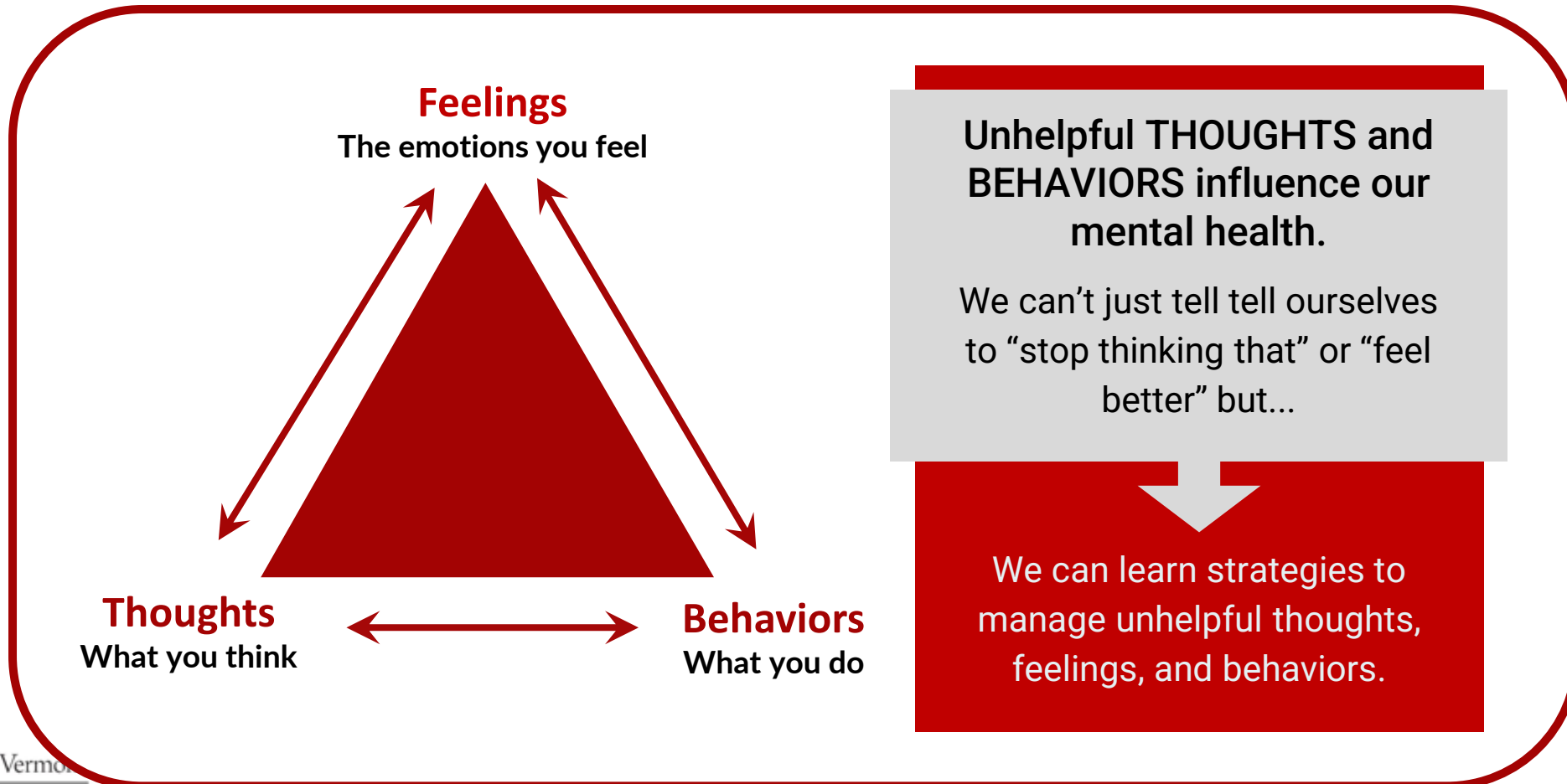
- Collaborative care (the best option!)
 - Many practices lack access to integrated psychiatrists and psychotherapists
 - Collaborative care often still requires patients to return for a second visit to receive treatment (nearly 50% of patients never return)²
- Interventions delivered by primary care providers
 - Medication
 - Behavioral? – not traditionally administered by primary care providers

Single-Session Interventions

- SSIs produce the following outcomes:
 - Decreased wait time between disclosing symptoms and receiving support
 - Decreased hopelessness – potentially mitigates suicide risk⁴
 - Increased perceived agency^{3, 4, 5}
 - Improved treatment-seeking attitudes and behaviors^{6, 7}
 - Decreased global psychological distress⁴

Cognitive Behavioral Therapy (CBT)

CBT is a brief, skills-based, evidence-based form of therapy

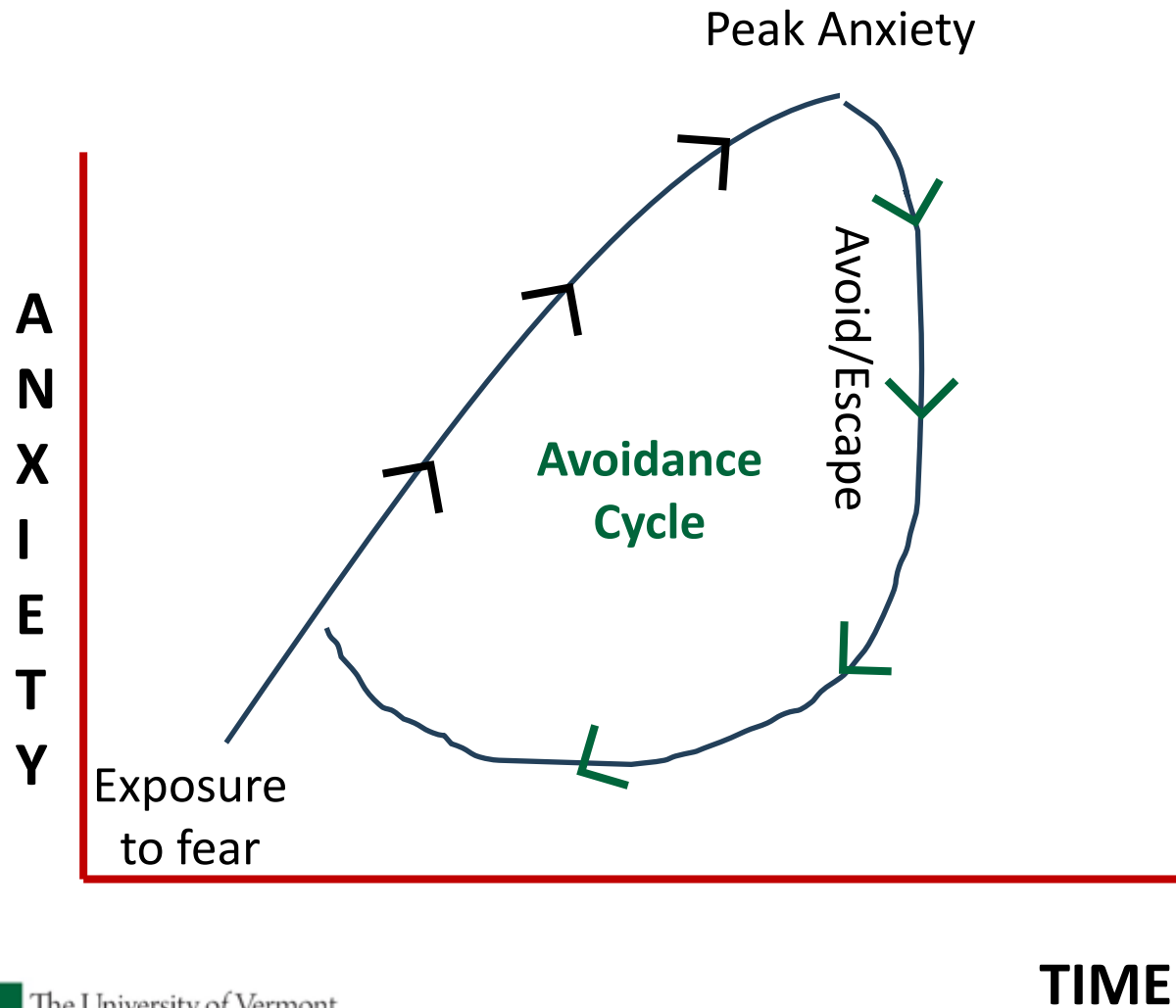


Avoidance/Exposure Model

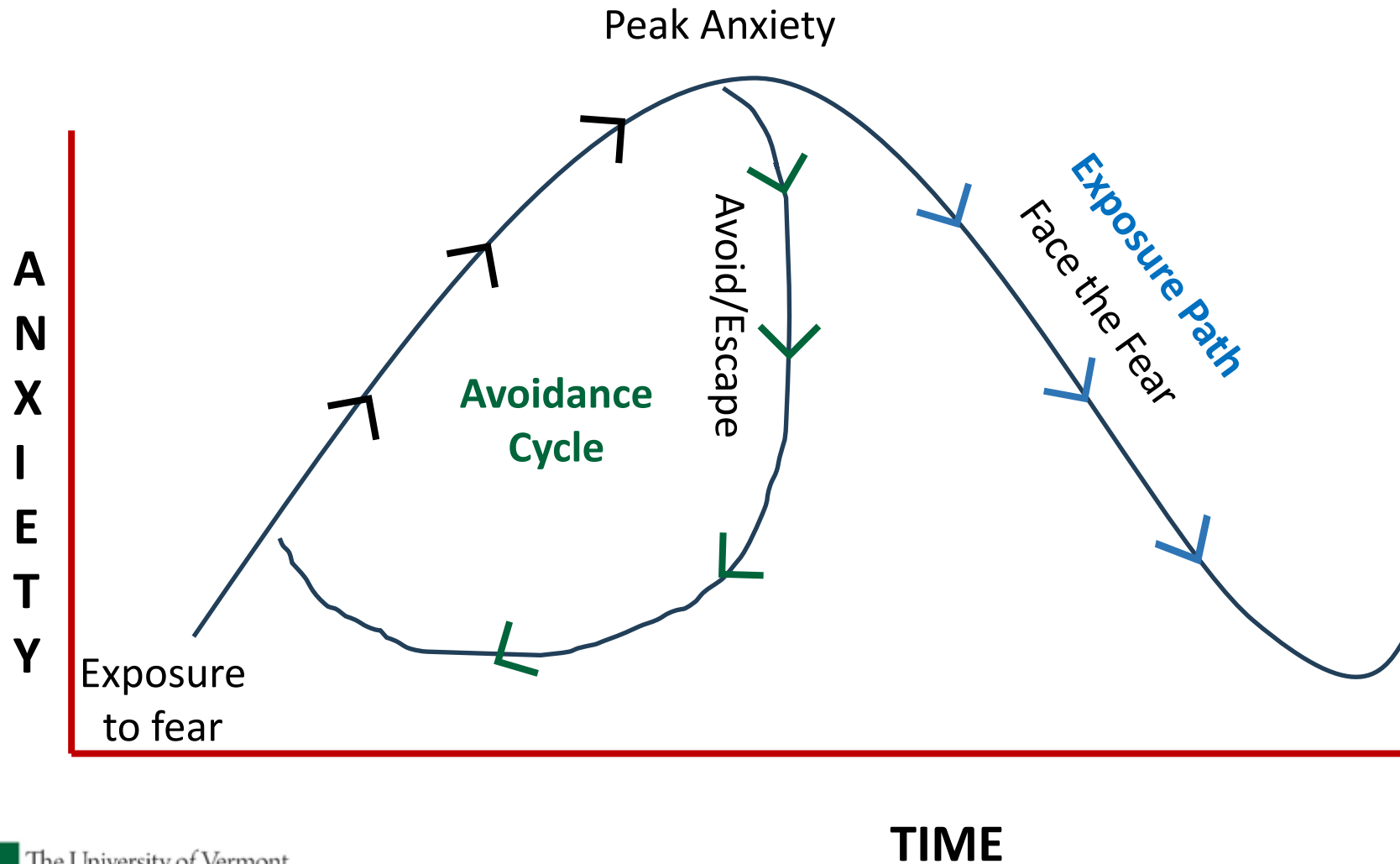
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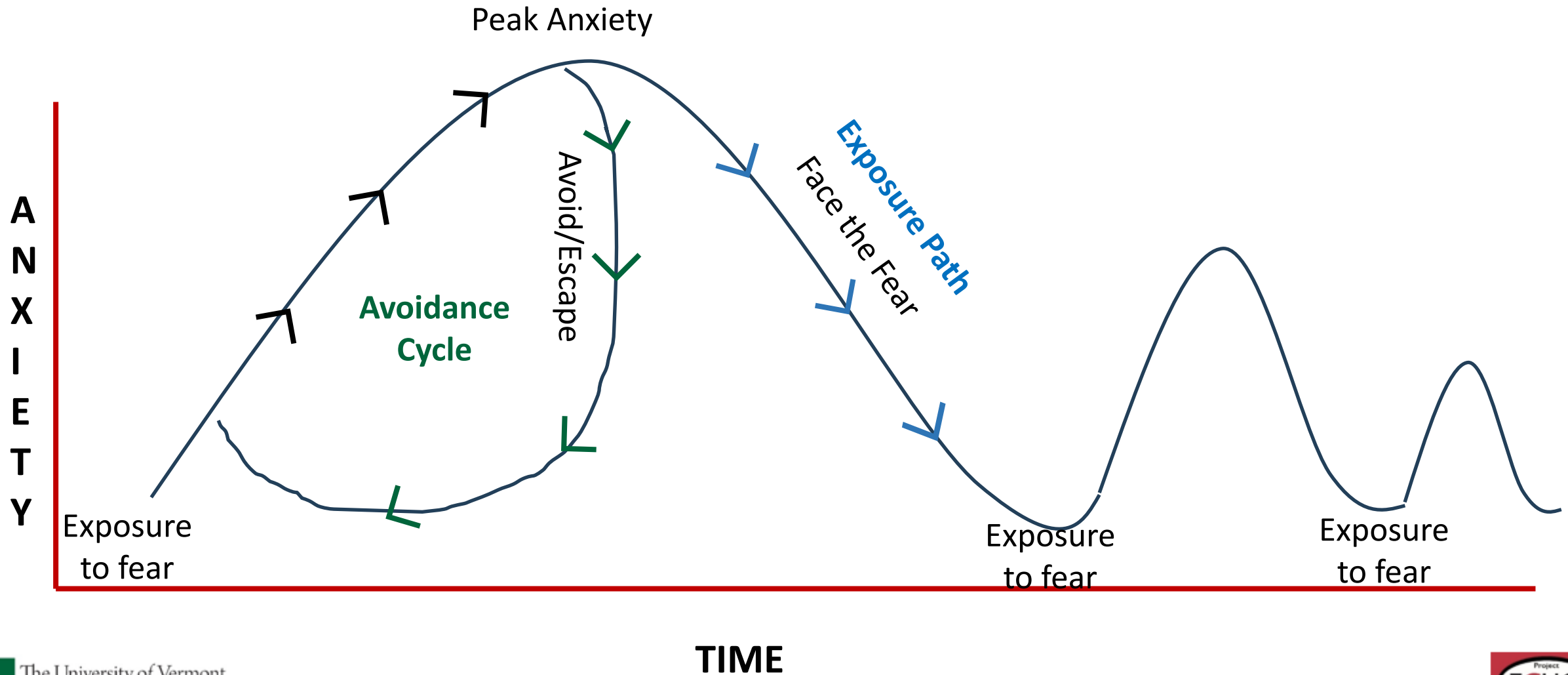
Avoidance/Exposure Model



Avoidance/Exposure Model



Avoidance/Exposure Model



What We Can Do

- Provide patients with strategies and recommendations that help them *FACE* their discomfort instead of *AVOID*
- Ask yourself: “Does my recommendation encourage avoidance or exposure?”
- Examples:
 - Patient is nervous about attending a social event
 - Patient has been experiencing panic attacks at work
- What about medication?

UB-CBT

- We developed a workbook primary care providers can use to introduce basic coping strategies to patients struggling with anxiety
- Today, we are going to focus on the basics related to one of the three modules, titled “Feelings”

FEELINGS

THE BASICS

Feelings are natural. You should expect your feelings to take you on a new journey every day with emotional highs and lows.

- ▶ Some feelings are pleasant like happy or excited.
- ▶ Some feelings are unpleasant like sad, scared, angry, or anxious.



What do you typically do when you notice unpleasant feelings? List these strategies below.

- ▶ Are any of these strategies working for you? Keep doing those!
- ▶ However, some of your strategies may not be working for you.

This is why some of your current strategies might not be too helpful:

- ▶ People often try to AVOID, FIGHT, and PUSH AWAY unpleasant feelings. Do you do this?
- ▶ This can seem to help for a little while, but doesn't work in the long term.

LET'S TRY SOMETHING NEW

Instead of **FIGHTING** unpleasant feelings, allow them to go through their natural ups and downs. You can make space for them while they are with you.

Here are some steps to practice making space for unpleasant feelings:

- 1 Breathe:**
Take 5-10 deep, slow breaths. Inhale through your nose for 3 seconds and exhale through your mouth for 4 seconds.

You can stop there, or you can try this next:
- 2 Name:**
Name the feeling.
(e.g. "I feel sad.")
- 3 Scan:**
Scan your body from head to toe and name any uncomfortable body sensations.
(e.g. "I feel a lump in my throat." or "My chest is tight.")
- 4 Observe:**
Simply observe the sensation. Don't fight it. Make space for it in your body as you continue to take deep, slow breaths.

ACTION PLAN

Follow the **Breathe, Name, Scan, Observe** steps when you notice unpleasant feelings.

TIPS

- You can use this strategy privately in your head anywhere.
- Practice these steps when you feel calm so you are more prepared to follow them when you feel unpleasant feelings.
- To trigger a relaxation response with your deep breaths, notice your belly expand as you breathe in and deflate as you breathe out.

Follow-Up Visits

- Follow up with patients as indicated by their other medical conditions
- Single-session interventions are meant to be administered in one visit
- Your role is to introduce the basic skills and encourage a self-guided approach if the patient is interested
- If patients express a need for follow-up:
 - Encourage their interest!
 - Tell them that therapy is a place where they can discuss these skills in more depth
 - Refer to a therapist

Questions?

References

1. National Institute of Mental Health. (2024, March 6). Statistics > Any Anxiety Disorder. National Institute of Mental Health. <https://www.nimh.nih.gov/health/statistics/any-anxiety-disorder#:~:text=Prevalence%20of%20Any%20Anxiety%20Disorder%20Among%20Adults,-Based%20on%20diagnostic&text=An%20estimated%2031.1%25%20of%20U.S.,some%20time%20in%20their%20lives.>
2. Sawchuk, C. N., Craner, J. R., Berg, S. L., Smyth, K., Mack, J., Glader, M., Burke, L., Haggerty, S., Johnson, M., Miller, S., Seidvy, S., Morcomb, D., Heredia, D., Williams, M. W., & Katzelnick, D. J. (2018). Initial outcomes of a real-world multi-site primary care psychotherapy
3. Schleider, J. L., Dobias, M., Sung, J., Mumper, E., & Mullarkey, M. C. (2020). Acceptability and utility of an open-access, online single-session intervention platform for adolescent mental health. *JMIR Mental Health*, 7(6), e20513. <https://doi.org/10.2196/20513>
4. Schleider, J. L., Sung, J. Y., Bianco, A., Gonzalez, A., Vivian, D., & Mullarkey, M. C. (2021). Open pilot trial of a single-session consultation service for clients on psychotherapy wait-lists. *The Behavior Therapist*, 44(1), 8-15.
5. Schleider, J. L., & Weisz, J. R. (2016). Reducing risk for anxiety and depression in adolescents: Effects of a single-session intervention teaching that personality can change. *Behavior Research and Therapy*, 87, 170-181. <https://doi.org/10.1016/j.brat.2016.09.011>
6. Schleider, J. L., & Weisz, J. R. (2018). Parent Expectancies and Preferences for Mental Health Treatment: The Roles of Emotion Mind-Sets and Views of Failure. *Journal of Clinical Child and Adolescent Psychology*, 47, S480–S496.
7. Tobias, M. R., Landy, L. N., Levin, M. E., & Arch, J. J. (2021). A Randomized Trial of Brief Online Interventions to Facilitate Treatment Seeking for Social Anxiety.

Case Presentation

Bringing Knowledge to Action through interactive, case-based discussions

Participant presents the case and poses the question(s) for the group



Clarifying questions about the case from group to case presenter



Ideas, suggestions, recommendations from participants



Ideas, suggestions, recommendations from ECHO faculty team



Full group discussion



Summary and wrap-up by facilitator



Case Presentation



DO NOT INCLUDE:

Names, Address, DOB, Phone/Fax #, Email address, Social Security #, Medical Record #

Consider the level of detail necessary. Go with less when possible.

The discussion and materials included in this conference are confidential and privileged pursuant to 26VSA Section 1441-1443. This material is intended for use in improving patient care. It is privileged and strictly confidential and is to be used only for the evaluation and improvement of patient care.

Case presentation and discussion

(Registered participants)

DATES	DIDACTIC TOPIC
Feb 7	Evaluation and Screening of Anxiety Disorders in Primary Care Sara Pawlowski, MD
Feb 21	Collaborative Care Model Approach to Anxiety Disorders Kerry Stanley, LICSW and Clara Keegan, MD
March 6	Brief Intervention Highlights and “Ultra-Rapid CBT” Julia Terman, MA
March 20	Advanced Medication and Therapeutic Interventions for GAD and Panic Disorder Evan Eyler, MD
April 3	Advanced Medication and Therapeutic Interventions for OCD and Tic Disorders Suzanne Kennedy, MD
April 17	Advanced Psychopharmacology for Anxiety Disorders in the Context of Substance Use Disorders Adam Greenlee, MD
May 1	Treatment Approaches to Agoraphobia and Social Anxiety Disorder Liz May, MD
May 15	Wrap-Up and Review/Participant identified Topics Mark Pasanen, MD

Closing Announcements

- Slides are posted at www.vtahec.org
- Recording of didactic portion will be sent by email to the full cohort
 - **All recordings are for the use of registered participants only**
- Please complete the evaluation survey
- CMIE information and session QR code auto-send after evaluation
- Please contact us with any questions, concerns, or suggestions:
 - Mark.Pasanen@uvm.org
 - Patti.Smith-Urie@uvm.edu