Student Nurse Practitioners' Attitudes Towards Working with Patients Who Use Substances

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University of Pittsburgh School of Nursing

The speaker has no conflict of interest.

Presentation Objectives

• Interpret results of nurse practitioner students’ changes in attitudes towards working with patients who use substances.
• Examine opportunities for similar educational and training approaches for schools and the workplace.
Project Team

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NP-SBIRT Curriculum

(8 Hours, succinct)

- Class seminar in Differential Diagnosis Course = 2.5 hours
- Online module in Management of Acute and Chronic Illness Course = 1.5 hours
- Practice in clinical rotations = 3 hours
- Clinical rounds = 2 hours

8 total hours

Student Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>82%</td>
</tr>
<tr>
<td>Male</td>
<td>9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
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</tr>
<tr>
<td>African American</td>
<td>3%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6%</td>
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</table>
## Student Demographics

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 yrs</td>
<td>50%</td>
</tr>
<tr>
<td>30-39 yrs</td>
<td>15%</td>
</tr>
<tr>
<td>40-49 yrs</td>
<td>18%</td>
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<tr>
<td>50+ yrs</td>
<td>6%</td>
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<tr>
<td>Unknown</td>
<td>12%</td>
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</table>

n=34

## Attitude Scales at Baseline (pre-training) and End of Class (post-training)

- **Alcohol and Alcohol Problems Perception Questionnaire (AAPPQ; Shaw et al., 1976)**
  - 30 items, Likert scale 1 = Strongly Disagree, 7 = Strongly Agree
  - 6 subscales
  - Acceptable reliability, Cronbach's Alpha .69 - .90

- **Drug and Drug Problems Perception Questionnaire (DDPPQ; Watson et al., 2003)**
  - 22 items, same Likert 1 - 7 scale
  - 6 subscales
  - Acceptable reliability, Cronbach's Alpha .64 - .90

## AAPPQ/DDPPQ - Subscales

- **Role Adequacy**
  - I feel I have a working knowledge of alcohol and alcohol related problems

- **Role Legitimacy**
  - I feel I have the right to ask patients questions about their drinking when necessary

- **Role Support**
  - If I felt the need when working with drinkers I could easily find someone who would help me clarify my professional responsibilities
AAPPQ/DDPPQ - Subscales

- Motivation
  - I feel there is little I can do to help drug users
- Task-Specific Self-Esteem
  - At times I feel I am no good at all with drug users
- Work Satisfaction
  - In general, it is rewarding to work with drug users

Pre/Post-Training Changes in Student Perceptions of Role with Patients Who Use Alcohol (N=34)

<table>
<thead>
<tr>
<th></th>
<th>Pre-training Mean</th>
<th>Post-training Mean</th>
<th>t</th>
<th>p</th>
<th>95%CI</th>
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</thead>
<tbody>
<tr>
<td>Role Adequacy</td>
<td>23.3</td>
<td>24.5</td>
<td>1.48</td>
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<tr>
<td>Role Legitimacy</td>
<td>14.8</td>
<td>14.9</td>
<td>.244</td>
<td>.809</td>
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<tr>
<td>Role Support</td>
<td>9.6</td>
<td>10.5</td>
<td>1.86</td>
<td>.072</td>
<td>-1.7650</td>
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<tr>
<td>Motivation</td>
<td>16.0</td>
<td>15.5</td>
<td>-1.52</td>
<td>.138</td>
<td>-2.0460</td>
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<td>Work Satisfaction</td>
<td>14.6</td>
<td>16.3</td>
<td>3.59</td>
<td>.001*</td>
<td>2.7898</td>
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<tr>
<td>Task-Specific Self-Esteem</td>
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<td>19.6</td>
<td>-2.94</td>
<td>.003</td>
<td>-4.8677</td>
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Bonferroni correction: p < .0083

Pre/Post-Training Changes in Student Perceptions of Role with Patients Who Use Drugs (N=34)

<table>
<thead>
<tr>
<th></th>
<th>Pre-training Mean</th>
<th>Post-training Mean</th>
<th>t</th>
<th>p</th>
<th>95%CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Adequacy</td>
<td>24.9</td>
<td>27.8</td>
<td>2.96</td>
<td>.006*</td>
<td>3.6287</td>
</tr>
<tr>
<td>Role Legitimacy</td>
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<td>11.4</td>
<td>.082</td>
<td>.935</td>
<td>-2.0590</td>
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<tr>
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<td>10.5</td>
<td>2.47</td>
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<td>2.1737</td>
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<tr>
<td>Motivation</td>
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<td>3.3</td>
<td>1.07</td>
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<tr>
<td>Work Satisfaction</td>
<td>10.1</td>
<td>12.3</td>
<td>3.51</td>
<td>.001*</td>
<td>2.9408</td>
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<tr>
<td>Task-Specific Self-Esteem</td>
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<td>9.2</td>
<td>-5.52</td>
<td>.018</td>
<td>1.5213</td>
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Bonferroni correction: p < .0083
Cultural Competence Assessment Instrument
(CCA: Schim et al., 2003)
- 49 items, Likert scale 1 = Strongly Disagree, 7 = Strongly Agree
- 4 subscales
- Acceptable reliability, Cronbach’s Alpha .75 -.93

CCA - Subscales
• Cultural Awareness
  - Aspects of cultural diversity need to be assessed for each individual group and organization
• Cultural Sensitivity
  - Race is the most important factor in determining a person’s culture
• Cultural Competence Behavior
  - I include cultural assessments when I do individual or organization evaluations

Pre/Post-Training Changes in Student Perceptions of Cultural Competency (N=34)

<table>
<thead>
<tr>
<th></th>
<th>Pre-training Mean</th>
<th>Post-training Mean</th>
<th>t</th>
<th>p</th>
<th>95%CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness and Sensitivity</td>
<td>44.9</td>
<td>44.5</td>
<td>-493</td>
<td>.626</td>
<td>-1.8874 - 1.7846</td>
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<tr>
<td>Cultural Competence Behavior</td>
<td>47.8</td>
<td>51.4</td>
<td>2.89</td>
<td>.007*</td>
<td>1.0606 - 6.1394</td>
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<tr>
<td>Marlow Crowne Social Desirability</td>
<td>47.8</td>
<td>51.4</td>
<td>1.13</td>
<td>.267</td>
<td>-1.4031 - 1.4031</td>
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</table>

Bonferroni correction: p < .0167

Marlow Crowne Social Desirability: p = .007
NP-SBIRT Qualitative Booster Session Feedback

- Students felt comfortable using the CAGE
- Used the one binge drinking question to increase awareness of risky behaviors
- Students liked the motivational interviewing strategies
- Students liked to use the readiness to change ruler with their patients
- They also like the FLO (feedback, listen, and providing options) model
- Students shared that smoking issues come up a lot with their patients (and also, prescription drug use issues)

Lessons Learned for Other Schools of Nursing

- Differences in undergraduate and graduate education
  - Impact of NP student’s life experiences
- Importance of faculty buy-in
- Impact of clinical experiences
- Importance of booster sessions
- Incorporation of culturally competent principles and techniques
  - Changes in curriculum that increase interest in culture and addiction

References


Contact Information for Future Consultations

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