Fighting Stigma of Patients Who Use Substances: Effects of Addictions Education on Undergraduate Nursing Students' Attitudes

Kathryn R. Puskar, DrPH, RN, FAAN
Professor
University of Pittsburgh School of Nursing

The speaker has no conflict of interest.

Kathryn Puskar, DrPH, RN, FAAN Project Director
Ann M. Mitchell, PhD, RN, AHN-BC, FAAN Project Coordinator
Holly Hagle, PhD
Betty Brauner, PhD, RN
Makayl Flanary, MSN, RN
Jone Kase, PhD, MSN, RN, CHAA, HIII
Gail Raffell-Wynker, MD, RN, IBCLC
Martin Haus, PhD
Kimberly Talley, MPA
Heather J. Gehman, PhD
Helen K. Brown, PhD, RN, FAAN

Project Team

Project Director
Project Coordinator
IRETA Trainer
Obstetrics Primary Teacher
Medical Surgical Primary Teacher
Psychiatry Primary Teacher
Community Clinical Instructor
Project Statistician
Project Manager
Project Evaluator
Consultant

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Presentation Objectives

- Interpret results of undergraduate nursing students’ changes in attitudes towards working with patients who use substances.
- Examine opportunities for similar educational and training approaches for schools and the workplace.

School of Nursing

- Vision: Advancing Nursing Science, Education and Practice
- Educates approximately 600 undergraduate students at any point in time
- Academic Programs:
  - BSN (first-degree, second-degree, and RN-BSN)
  - MSN (Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthesia and Advanced Specialty Roles, RN-MSN)
  - Doctor of Nursing Practice (DNP)
  - PhD (including BSN-PhD)
- Ranked 5th in National Institutes of Health (NIH) research dollars
- Ranked 7th in U.S. News & World Reports “America’s Best Graduate Schools”

Institute for Research, Education and Training in Addictions (IRETA)

- Mission: To improve the recognition, prevention, treatment, research and policy related to addiction and recovery
- 60 training events per year
Background

Stigmatization of substance use disorders is a major public health issue. IOM, 2012

Alcohol is the leading risk factor for disease burden in the Americas, third leading risk factor worldwide. WHO, 2011

What is SBIRT?

• An evidence-based practice to address risky substance use
• Designed for general medical and community settings
• Key elements:
  • Screening
  • Brief Intervention
  • Referral to Treatment

What is SBIRT?

Screening
Universal screening identifies patients who may be at risk for problems related to substance use

Brief Intervention
Brief intervention is provided for patients with mild risk. This involves a brief discussion to raise patient awareness of substance use and its consequences and develop motivation for behavior change.

Referral to Treatment
If screening indicates possible substance abuse or dependence, a referral to treatment is provided. Proactive assistance in accessing care increases the chances of follow through.
SBIRT - Effective

- Effective in primary care, ED, and other settings (e.g., Academic Ed Research Collaborative, 2007, 2010; Babor et al., 2007; Fleming et al., 2002)
- SBIRT implemented by nurses is effective (Desy, Howard, & Perhats, 2010; Lane et al., 2008)
- Results in reductions in mortality, alcohol use, health care costs, criminal justice involvement, and societal costs (Cuijpers, 2004; Academic, 2010; Gentilello, 1999; Wells-Parker, 2002)

ATN-SBIRT Project

Addictions Training for Nurses (ATN)

Screening, Brief Intervention and Referral to Treatment (SBIRT)

ATN-SBIRT Project Goals & Objectives

- Goal 1: Integrate a sustainable and replicable substance use educational and skill-building component within an undergraduate nursing curriculum
  - Increase faculty knowledge and competence to train others in SBIRT
  - Integrate the ATN-SBIRT program within the Pitt SoN
  - Disseminate information for replication at other nursing schools
ATN-SBIRT Project
Goals & Objectives

- **Goal 2:** Add 140 nurses annually to the workforce who are able to identify and provide service to patients with substance use, abuse or dependence.
  - Increase student knowledge and awareness of:
    - The continuum of substance use, abuse and dependence
    - SBIRT
    - Culturally appropriate care

ATN-SBIRT 11-Module Curriculum
(13 hours)

1. Overview of problems of substance use
2. Pharmacological Interventions
3. Medication Therapy
4. Reinforcement Therapy
5. Functional/Behavioral Interventions
6. Harm Reduction Strategies
7. Brief Intervention for Substance Use
8. Case Management
9. Treatment Approaches
10. Complementary Interventions
11. Demonstration of Fluency in Ability to Perform the Identification of Use, Harm and Dependence of Drug and Alcohol

- Junior class seminar = 6 hours
- Practice in clinical rotations = 3 hours
- Practice in simulation lab = 2 hours
- Senior class review and update session = 2 hours

13 total hours
Ring of Knowledge (ROK) Laminated Cards

28 pocket-sized, laminated cards facilitate and prompt use of SBIRT on clinical rotations.

Mixed-Method Evaluation Design

- Questionnaires
  - Alcohol and Alcohol Problems Perception Questionnaire (AAPPQ)
  - Drug and Drug Problems Perception Questionnaire (DDPPQ)

Results

- 572 BSN (traditional and 2nd degree) students have been trained
- 38 faculty and preceptors have been trained and received continuing education units
- 429 have attended the Senior year booster session
Student Demographics (N=517*)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Female</td>
<td>88%</td>
</tr>
<tr>
<td>Male</td>
<td>12%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>2%</td>
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<tr>
<td>Race</td>
<td></td>
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<tr>
<td>African American</td>
<td>4%</td>
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<tr>
<td>White</td>
<td>91%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

*517 of the 572 students who were trained completed this survey.

Alcohol and Alcohol Problems Perception Questionnaire (AAPPQ; Shaw et al., 1976):
Subscale Sample Items, 30 Total Items

- **Role Adequacy**
  - I feel I have a working knowledge of alcohol and alcohol related problems.
  - I feel I know how to counsel drinkers over the long term.

- **Role Legitimacy**
  - I feel I have a clear idea of my responsibilities in helping drinkers.
  - 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.
  - If I felt the need, I could easily find someone who would be able to help me formulate the best approach to a drinker.

Pre- to Post-Seminar Changes in Student Perceptions with Regard to Alcohol-Using Patients (n=486)

<table>
<thead>
<tr>
<th></th>
<th>Significance (p)</th>
<th>Effect Size (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Adequacy</td>
<td>&lt;.001*</td>
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<tr>
<td>Role Legitimacy</td>
<td>&lt;.001*</td>
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<td>Role Support</td>
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<td>.29</td>
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<tr>
<td>Motivation</td>
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<td>.01</td>
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<tr>
<td>Work Satisfaction</td>
<td>&lt;.001*</td>
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<tr>
<td>Task-specific Self-esteem</td>
<td>&lt;.001*</td>
<td>.35</td>
</tr>
</tbody>
</table>

* Wilcoxon Signed Ranks test.  Alpha adjusted using Bonferroni correction due to series of analyses; p-values less than .004 considered significant

b Cohen, 1988, r > 0.10, small effect; >0.30, medium effect; >0.50 large effect

*486 of the 572 students who were trained completed this survey.
With Regard to Alcohol-Using Patients, Following Training, Students...

- Role Adequacy – perceived themselves as more prepared to work with patients who use alcohol
- Role Legitimacy – perceived a greater responsibility to deal with alcohol use in their patients
- Role Support – felt more support from colleagues in dealing with alcohol use in their patients
- Work Satisfaction - felt more work satisfaction related to dealing with alcohol-using patients
- Task-specific Self-esteem - felt more confident to deal with alcohol-using patients
- Motivation – no significant change. Need for further practice to increase feelings of confidence and competence

Drug and Drug Problems Perception Questionnaire (DDPPQ; Watson et al., 2003):
Subscale Sample Items, 22 Total Items

- Work Satisfaction
  - I want to work with drug users.
  - In general, it is rewarding to work with drug users.

- Motivation
  - I feel that there is little I can do to help drug users.

Pre- to Post-Seminar Changes in Student Perceptions with Regard to Drug-Using Patients (n=486)

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<tr>
<th></th>
<th>Significance (p)</th>
<th>Effect Size (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Adequacy</td>
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<td>Work Satisfaction</td>
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<tr>
<td>Task-specific Self-esteem</td>
<td>&lt;.001*</td>
<td>.22</td>
</tr>
</tbody>
</table>

* This lower significance level was attained following Bonferroni correction due to series of analyses.
* Cohen, 1988, r > 0.10, small effect; >0.30, medium effect; >0.50 large effect
* 486 of the 572 students who were trained completed this survey
With Regard to Drug-Using Patients, Following Training, Students...

- Role Adequacy – perceived themselves as more prepared to work with patients who use drugs
- Role Legitimacy – perceived a greater responsibility to deal with drug use in their patients
- Role Support – felt more support from colleagues in dealing with drug use in their patients
- Work Satisfaction - felt more work satisfaction related to dealing with drug-using patients
- Task-specific Self-esteem - felt more confident to deal with drug-using patients
- Motivation – no significant change. Need for further practice to increase feelings of confidence and competence

Opportunities for Education and Training

- Addiction Training for Nurses
- 1.5 hours of Continuing Education Credit
- $30 USD

To register:
http://www.nursing.pitt.edu/academics/ce/SBIRT.jsp

Publications

- Journal of Nursing Education and Practice – published in open access journal Volume 2, Issue 4
- Substance Abuse Journal of AMERSA – in press
Contact Information
Kathryn R. Puskar, DrPH, RN, FAAN
(Project Director)

University of Pittsburgh School of Nursing
3500 Victoria Street   415 Victoria Building
Pittsburgh, Pennsylvania 15261
412-624-6933 or krp12@pitt.edu

References