

Building Therapeutic Commitment in University Student Nurses

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Conflict of Interest

- We have no conflicts of interest to report

Objectives

The learner will be able...

1. To identify two methods of teaching nursing students how to obtain community resources for people with substance use disorder.

2. To describe three teaching modalities used in an anti-stigma educational session.

Background

- In 2018, 53.2 million (19.4%) age 12 and above used illicit substances in the past year and 20.3 million (7.4%) had a SUD (NSDUH, 2019).
- In 2018, 18.9 million people needed but did not receive specialty substance use treatment (NSDUH, 2019).
- Student nurses report feeling unprepared to care for this population (Pickles et al., 2017).

Objective

To determine the difference between student nurse's attitudes and perceived stigma against people with SUD from baseline to post four-hour intervention delivered in the first semester of junior year.

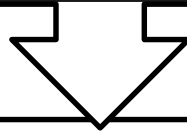
Theory of Therapeutic Commitment (Shaw et al., 1978)

Therapeutic commitment is influenced by the practitioner's feelings of

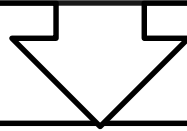
- Role adequacy
- Role legitimacy
- Role support

Enrollment

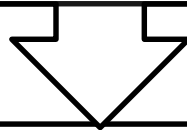
Assessed for eligibility ($n = 160$)



Baseline demographic survey ($n = 126$)



Baseline measures ($n = 130$)



Analyzed ($n = 109$)

Excluded from analysis ($n = 21$)

UMassAmherst

Sample Characteristics

Variable	N	Mean or n	± SD or %
Age	123	25.2	± 6.7
Gender (% female)	124	105	85%
Ethnicity	124		
White		95	76.6
Hispanic		7	5.6
Black		7	5.6
Asian		13	10.5
Native Hawaiian		1	0.8
Other		1	0.8
Track	126		
Accelerated		74	59.7
Four-year		50	40.3
Partner status	126		
Never been married		101	19.8
Married		13	10.3
Separated		1	0.8
Divorced		2	1.6
Widowed		1	0.8
Living with partner		10	7.9
Friend or relative with a SUD	123	62	50.4
Previous SUD work experience	124	66	52.4

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Measures

Scale	Number of items	Response format	α
Drug and Drug Problems Perception Questionnaire (DDPPQ)	20	7-point Likert	0.79
Role adequacy	7	7-point Likert	0.94
Role support	3	7-point Likert	0.84
Job satisfaction	4	7-point Likert	0.79
Role-related self esteem	4	7-point Likert	0.82
Role legitimacy	2	7-point Likert	0.93
Perceived Stigma of Substance Abuse Scale (PSAS)	8	4-point Likert	0.82
Marlowe-Crowne Social Desirability Scale	13	T/F	rKR-20 = 0.76

Sample questions from the measurement tools

- I feel I can appropriately advise my patients/clients about drugs and their effects.
- I feel know enough about the psychological effects of drugs to carry out my role when working with drug users.

- Most people believe that someone who has been treated for substance use is just as trustworthy as the average citizen.
- Most people think less of a person who has been in treatment for substance use.

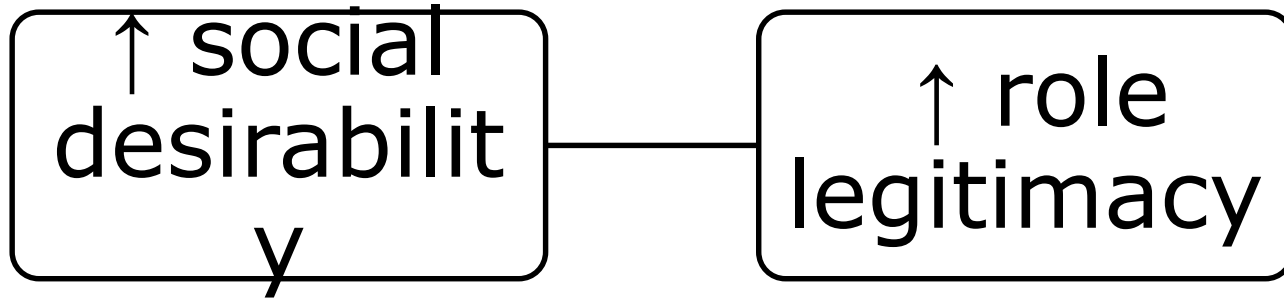
Design & Methods

- Six weeks into the semester, content experts and people with a lived experience of SUD presented a four-hour anti-stigma educational session.
- Paired t tests were conducted to determine changes in attitudes (DDPPQ, five dimensions) and perceived stigma (total PSAS).

Anti-stigma content

- National expert presented on the physiology of addiction
- Harm reduction education
- Identifying and intervening for an opioid overdose
- Lived experience of a mother who lost her child to an overdose
- Lived experience of a person in early recovery
- Electronic resources for referral and area resources

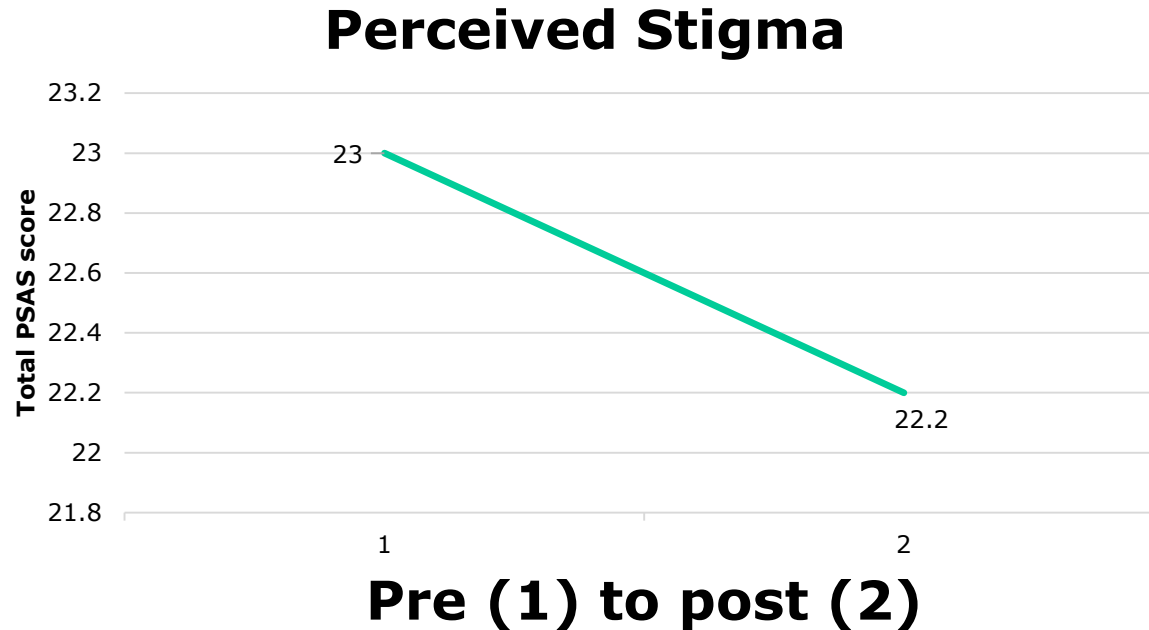
Results



$(r = -0.21, p = .03)$

Significant improvement in perceived stigma

N = 109



$p = .014$

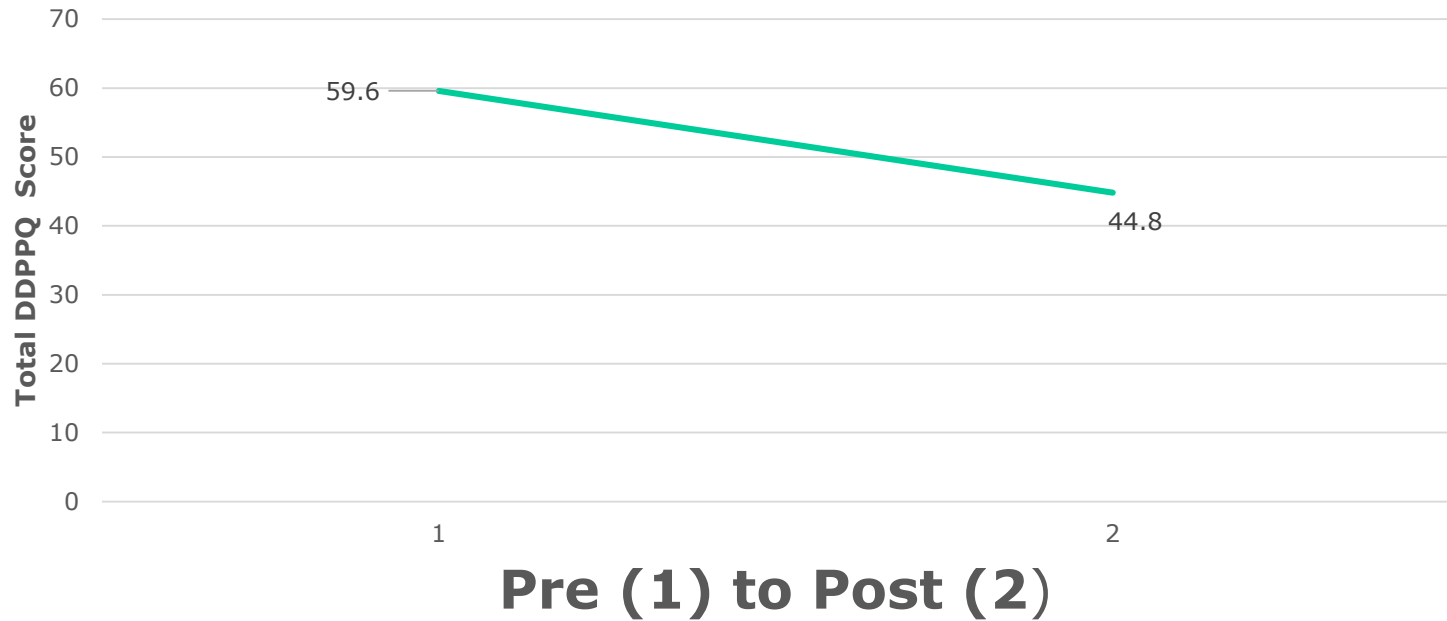
Significant improvements in 4 out of 5 subscales of the DDPPQ

Measure	N	Baseline	Post	P value	# items	α
Role adequacy	109	24.7 \pm 9.1	16.3 \pm 8.0	p < .001	7	0.94
Role support	109	8.8 \pm 3.4	6.6 \pm 3.7	p < .001	3	0.84
Job satisfaction	109	12.1 \pm 4.7	9.3 \pm 5.1	p < .001	4	0.79
Role-related self esteem	109	11.5 \pm 5.2	10.6 \pm 6.1	p = .15	4	0.82
Role legitimacy	109	5.4 \pm 2.9	4.3 \pm 2.6	p = .002	2	0.93

Significant improvement in overall therapeutic attitudes

N = 109

Therapeutic Attitudes



***p* < .001**

Conclusions

- Based on our results, it is possible to improve student nurse attitudes and perceived stigma with a four-hour anti-stigma educational intervention.
- It is warranted to determine if these effects are sustainable beyond a semester or possible in other groups.

Limitations & Future Research

- Mostly female and Caucasian.
- Demographics were not linked with survey responses to protect anonymity, therefore, covariates could not be determined.
- Unable to determine if student nurses have a more negative perception toward a certain drug as all were grouped together.
- Currently being performed each semester with the two cohorts.

Questions?

