The Importance of Substance Abuse Education in the Nursing Curriculum

Bonnie Franckowiak, DNP, FNP, CARN-AP
Nancie Crespi, PhD, RN
Learning Objectives

Following this session the learner will be able to:

- Examine the role of the nurse as a leader in the holistic care of individuals, families, and communities.
- Apply the components of assessment, screening, and referral related to substance use and abuse to the care of patients of all ages across the lifespan.
Why substance use education?
Impact

Fact: On average, one addict affects the lives of ten other people.
Definition of Addiction

- Addiction is a “chronic, relapsing brain disease”, which has implications not only as an individual health problem, but also as a public health problem. It impacts the drug abuser and the community on a physical, mental, psychological, and social level.

(Qureshi, Al-Ghamdy, & Al-Habeesb, 2000)
Stigma

- Stigma causes fear, mistrust, and discrimination.
- Stigma prevents people from getting the help they need.
- Stigma splits friends, families, and communities.
Facts

- In 2014, 24.9 million Americans over the age of 12 years used an illicit substance.
- The annual cost to the nation was $800 billion.
- Everyday >8,000 people over the age of 12 years used for the first time.

(SAMHSA, 2013)
Facts

Psychotropic medications:

- Age 12 yr. and older – 6.5 million
- Of those – 2/3 also used pain medications for nonmedical reasons

(SAMHSA, 2015)
- Alcohol
- Binge – 43%
- Heavy – 11%

(SAMHSA, 2015)
SBIRT
Screening,
Brief Intervention,
Referral to Treatment
Facts

- Approximately every 19 minutes, someone dies from misuse of prescription drugs.
- More people die every year from overdose than in car accidents.
- Substance abuse is a global health problem.
- Opiate abuse is the fastest growing health problem in the world.
Dimensions of Wellness

- Physical
- Social
- Emotional
- Environmental
- Spiritual
- Financial
- Intellectual
- Occupational
Literature Review

- Adding interaction with recovering individuals promoted greater knowledge and fuller understanding of the issues associated with alcohol abuse disorder than did lecture alone. (Martinez & Murphy-Parker, 2003)
- The nursing profession has the size, influence, and opportunity to provide patients with screening, intervention, and education about substance use. (Puskar, 2013)
Knowledge of alcohol screening tools made students more aware of risky drinking behavior, prevention methods, and of their own level of risk with regard to alcohol use.

(Sotos et al., 2015)

Nursing education has not kept pace with the increase in substance use and abuse in society. All nurses should meet competency standards for screening and education of patients, but often lack necessary training.

(Murphy-Parker, 2013)
Both students and experienced nurses need to explore their own attitudes and potential biases before they can provide totally nonjudgmental care to people with substance use disorders. (Rassool, 2007)

The arts (ex. poetry, painting) can be used as experiential learning tools; to teach beyond a cognitive understanding of addiction. (Lapum & Wang, 2016)
Negative attitudes on the part of health care providers perpetuate stigma and can result in unfavorable outcomes for patients with alcohol and drug issues. (Palamar, 2013)
Nursing’s Influence

- Est. 13 million registered nurses globally
- Imagine the impact we could have:
  - screening
  - identification
  - early intervention
  - prevention of complications
  - promoting treatment
  - referrals to treatment
  - changing attitudes

(International Council of Nurses)
Leaders in addiction education have stressed the need for better education on substance use and abuse for over 3 decades

Classroom and Clinical learning

Still unmet expectations
Nursing Education (cont.)

- The Joint Commission and federal agencies are committed to SBIRT (Screening, Brief Intervention, and Referral to Treatment)
- Nurses in ideal position – screen, assess, educate, refer
- APNs – all above, and treat
The Vision for Nursing:

“… the achievement of minimal competencies for all nurses, facilitated by incorporation of substance abuse concepts into nursing education.

(Murphy-Parker, 2013)
Plan for Integration of Substance Abuse Education into Nursing Curriculum
WORK IN PROGRESS
Outcomes-Based Model

- What competencies and behaviors should students at a particular level be able to achieve?
- What kind of practitioner do we want the student to become?
- Emphasis on product – rather than on process
- Objectives are clearly stated, and dictate teaching strategies, time table, and evaluation methods.
Three Circle Model of Educational Outcomes

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>• Personal attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach to Tasks</td>
<td>• Understanding, Decision-making, Ethics</td>
</tr>
<tr>
<td>Performance of Tasks</td>
<td>• What the care provider is capable of doing</td>
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</tbody>
</table>
## Undergraduate: Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>NURS244 Health Assessment and Health Promotion</td>
<td>Physical assessment of the individual with SUD; Intoxication, withdrawal, tolerance, chronic use; SBIRT</td>
<td>Complete health history and physical exam; Computer scenarios and simulation exercises</td>
</tr>
<tr>
<td>NURS333 Pharmacology</td>
<td>Effects of drugs and alcohol on the brain; Medication-Assisted Treatment</td>
<td>Case studies; Weekly Rx Rounds</td>
</tr>
</tbody>
</table>
Sample Content
NURS244

- Importance of taking a thorough health history:

- Signs of an active substance user:
  - small pupils
  - hiding arms
  - chronic sinusitis
  - personality changes
Sample Content

NURS333

- Actions of various substances on the brain and other organs

Medication-Assisted Treatment based on symptoms
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<th>Content</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS Psychiatric-Mental Health Nursing</td>
<td>Treatment modalities; Dual diagnosis</td>
<td>Clinical Care Plan</td>
</tr>
<tr>
<td>NURS446 Public Health Nursing and Population Health</td>
<td>Epidemiology of substance use; SBIRT; Vulnerable populations</td>
<td>Epidemiology paper; Community assessment; Clinical Care Plan</td>
</tr>
</tbody>
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NURS354
Sample Content

- Dual Diagnosis
- Counseling techniques
- Motivational Interviewing
- Medications
- Treatment modalities
## Undergraduate: Senior

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</thead>
<tbody>
<tr>
<td>NURS  Pediatric Nursing</td>
<td>Adolescent substance use; Screening</td>
<td>Simulation exercises</td>
</tr>
<tr>
<td>NURS446 Maternal-Child Health Nursing</td>
<td>Substance use in pregnancy; Neonatal abstinence syndrome; Fetal Alcohol Syndrome</td>
<td>Clinical Care Plan</td>
</tr>
</tbody>
</table>
NURS446 And NURS399
Sample Content

- Incidence, Prevalence and Impact of Adolescent Substance Use
- Drug and Alcohol Use In Pregnancy
- Fetal Alcohol Syndrome Disorders
- OB & Pediatric Complications
## Graduate Program

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<thead>
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<tbody>
<tr>
<td>NURS528 Population-Based Nursing</td>
<td>Determinants and burden of substance use on society; Vulnerable populations</td>
<td>Written paper</td>
</tr>
<tr>
<td>NURS504, 506, 507 Advanced Physical Assessment, Pharmacology, &amp; Pathophysiology</td>
<td>Assessment, Diagnosis, and Treatment of SUD; Medication-Assisted Treatment</td>
<td>Health history and physical exam; Written papers; Case studies</td>
</tr>
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NURS528
Sample Content

- Working with vulnerable populations
- Global burden of substance abuse
Resources for Implementation

- Substance Abuse and Mental Health Services Admin. (SAMHSA)  [www.samhsa.gov](http://www.samhsa.gov)
- National Institute on Drug Abuse (NIDA)  [www.drugabuse.gov](http://www.drugabuse.gov)
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)  [www.niaaa.nih.gov](http://www.niaaa.nih.gov)
- International Nurses Society on Addictions (IntNSA)  [www.intnssa.org](http://www.intnssa.org)

Alcoholics Anonymous  [www.aa.org](http://www.aa.org)
Al-Anon  [www.al-anon.org](http://www.al-anon.org)
References


References (cont.)


Contact Information

- Dr. Bonnie Franckowiak
  Professor
  www.bfrancko@wau.edu

- Dr. Nancie Crespi
  Director
  ncrespi@wau.edu

Washington Adventist University
Takoma Park, MD