

# TREATMENT WITHOUT JUDGEMENT

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## Introduction

**Background:** Currently, nursing professionals report feeling uncomfortable providing care to patients with substance use disorder due to a lack of education in the needs of this population.

**Purpose:** This project works to improve the comfort level of undergraduate nursing students in assessing, caring for, and referring patients with substance use disorder to treatment. In order to achieve this, undergraduate nursing students will be educated on the use of SBIRT, meaning Screening, Brief Intervention and Referral to Treatment. This tool is used as a public health intervention to identify health risks, increase communication and coordination of care for patients with substance use disorder.

**PICO:** In undergraduate nursing students, does SBIRT education result in changes in comfort level towards patients with substance use disorder?

## Literature Search

**Databases:** CINAHL, PubMed

**Keywords:** SBIRT, nursing, student, substance use disorder, comfort

**Search Criteria:** English Language, Published in the last 7 years (2014 – 2021), peer reviewed articles

## Current Evidence

A total of 16 sources were utilized

- In 2018, an estimated 21.2 million people aged 12 or older needed substance use treatment.<sup>5</sup> This number translates to about 1 in 13 people who needed treatment (7.8 percent). (SAMHSA, 2018).
- Less than 3% of patients have reported receiving treatment related to their substance use problems (Mahmoud et al., 2018).
- According to the National Institute of Drug Abuse, substance dependence is a chronic, relapsing brain disease. People with SUD are highly stigmatized, and their drug use is perceived to be a choice, resulting in the associated harms being considered self-imposed. Stigmatization has been shown to decrease access to care (Dion, 2019).
- SBIRT has been recommended as a mandatory screening and intervention measure by the Joint Commission, the American College of Surgeons, and the Veterans Health Administration (Mahmoud et al., 2018).
- Healthcare providers are deficient in both the screening and implementation of intervention strategies with the opioid-misusing patient. Although many tools exist to facilitate patient-provider conversation (e.g., CAGE-AID, PADT, ABC, COMM), the utilization of such tools is poor (Maynard, 2020).

## Education Plan and Implementation

### Primary Objectives:

- teaching undergraduate nursing students about patients with substance use disorders to improve nursing student comfortability in communication and assessment of this population
- promote participant awareness of their own thoughts and feelings surrounding patients with substance use disorder.
- educate undergraduate nursing students regarding the SBIRT tool when providing care for patients with substance use disorder

### Implementation:

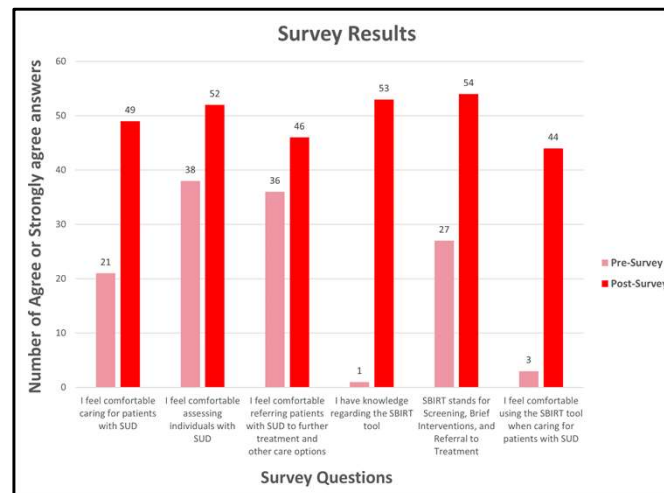
To meet these objectives, a PowerPoint presentation was delivered to a third-year undergraduate nursing student class during the virtual didactic portion of Continuum of Mental Health Care. The PowerPoint provided facts about substance use disorder as a mental health disorder. The students were educated on the meaning of SBIRT which stands for Screening, Brief Intervention, and Referral to Treatment, the purpose of SBIRT, how the tool is formatted, and how to use SBIRT with patients. In addition to the PowerPoint, we supplied a video testimony from a person experiencing substance use disorder and the impact the disorder had on their life. To evaluate the effectiveness of the education, a pretest and posttest were administered to the students. The two tests had the same 11 questions with the posttest having an additional five questions regarding the educational session specifically.

## Feedback

A total of 74 students completed the Pretest with the Posttest having a total of 59 responses.

### Additional Results from the Posttest:

- 100% felt that the information provided was sufficient
- 98% felt that the education provided increased their knowledge surrounding SBIRT and patients with SUD
- 71% felt that the education had changed the way that they perceived those experiencing SUD



## Lessons Learned

### Modifications:

If this process were to be repeated, the following should be included into the education piece and throughout the study:

- A more in-depth dive into the use of the SBIRT tool for minority populations.
- A simulation on how a nurse can use the SBIRT tool in a practical scenario.
- In-person delivery of education as well as survey completion.
- More education regarding referrals to treatments or other care options.

### Future Research:

- Investigating the correlation between undergraduate education of how to utilize SBIRT and the performance of new-grad nurses in relevant scenarios.
- Study analyzing the effect of including a simulation with the delivery of the education.
- Research exploring the effect that an education piece has on the comfort, ability, and knowledge level of nurses surrounding referrals to treatment and other care options.

### Our Findings:

- Receiving education on substance use disorders and the SBIRT tool increases comfort level when undergrad nursing students provide care in relevant situations.
- Education surrounding the patient population of those with substance use disorders can decrease the stigma towards these patients.
- Utilization of a tool like SBIRT can assist healthcare providers in caring for patients with substance use disorders in an unbiased and fair way.

## References

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