Nursing Clinical Care: The MGH Model

Christopher Shaw, PMHNP
“Neither I nor my spouse/partner has a relevant financial relationship with a commercial interest to disclose.”
Assessment on Admission

MGH Nurses Screen Patients for Substance Use Disorders (SUD) in Emergency Department, outpatient and inpatient settings.

Initial Nursing Assessment (INA) of admitted patients asks two sets of questions that can identify a patient with “at risk” substance use behaviors.
Although Assessments are done Regularly

- 50% of nurses were not sure what to do once they screened a patient
- 25% were not sure how to communicate the results of screening tool to patients
- 25% were not comfortable with discussing SUD subject matter
Survey of Nurses

Responding to the 2015...
Massachusetts General Hospital (MGH) Professional Learning Environment for Nurses (PLEN) survey (N=968)

63% of nurse respondents reported feeling “not prepared” or only “somewhat prepared” to care for & respond to the needs of their patients & families dealing with substance misuse

A team of nurse colleagues convened to address this learning gap
Nursing Round Table Discussions

Held to understand nurses’ attitudes, challenges and feelings about caring for patients with SUD.

– Nurses talked about feeling unprepared and a desire for knowledge.
– Discomfort delving in to patients lives too deeply.
– Lack of privacy to ask intimate questions.
– Their own personal experiences with family members and friends.
Examining Knowledge Levels and Attitudes of Nurses Caring for Patients with Substance Use Disorders: A Pilot Study
IRB Protocol #2016P000549

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Aims

• Determine whether nurses’ attitudes and knowledge levels improved after a five month educational intervention related to SUD.
• Prepare nurses to sit for the Certified Addictions Registered Nurse (CARN) exam
Engaging Nurses in Education

Through collaboration of nurses and nurse leaders from research, education and clinical practice a six month educational program was established.

– 30 nurses from inpatient units were recruited to participate in a substance use disorders educational intervention with expectations of improving attitudes of nurses passing the Certified Addictions Registered Nurse (CARN) exam.
Nurses’ knowledge about addictions was measured by two mechanisms:

1. Nurses’ Knowledge of Addictions Questionnaire
2. Certified Addictions Registered Nurse Exam (CARN)
Nurses’ Knowledge of Addictions

Nurses’ substance use disorder knowledge was measured:

- At baseline and completion of educational intervention
- Pre and post test comparisons revealed substantial growth in knowledge about all types of addiction
- And growth in knowledge about consequences of addictions
Results

Knowledge Assessment Questionnaire (KAQ):

- Average scores on the KAQ trended upward 10% from baseline to data point 2 and, subsequently, data point 3
- Average scores plateaued at data point 4
Nurses’ Knowledge of Addictions

The second measure of nurses’ knowledge of addictions was the pass rate on the CARN Exam

- 14 of the 17 nurses who have taken the CARN exam have passed and several more nurses plan to take the exam in 2017.
- The national CARN pass rate is 74%. At MGH, the pass rate is 82%!
Knowledge Assessment Question Survey

Mean Knowledge Test Scores

<table>
<thead>
<tr>
<th>Month</th>
<th>Score</th>
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<tbody>
<tr>
<td>Apr-16</td>
<td>30%</td>
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<tr>
<td>May-16</td>
<td></td>
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<td>Jun-16</td>
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<tr>
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<td>Dec-16</td>
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<tr>
<td>Jan-17</td>
<td>56%</td>
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<tr>
<td>Feb-17</td>
<td>55%</td>
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</tbody>
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Reframing Interactions with Patients

Understand that patients are in a strange environment and are at risk for severe illness and even death should they not complete medical treatment.

To care for patients with SUD, you need to:
- Establish Therapeutic Alliance
- Reflect back to patient...keep the patient the focus
- Offer Choices
- Encourage patient to share their needs openly.
- Advocate on behalf of patient
Behaviors That Make Care Challenging

**Manipulation of feelings:** “I thought nurses where supposed to help people, not hurt them, you are not helping me!”

**Intervention:** “I realize that drug withdrawal is very difficult and extremely uncomfortable, what would it take for you to feel comfortable? Can I teach you some relaxation exercises that might help or you could take a warm shower.”

**Manipulation of feelings:** “You are an awful nurse, the nurse I had last night was so much nicer than you...she actually cared about me...”

**Intervention:** “I understand your nurse last night was excellent and I want to give you the very best care I can”
Stay Out of the Struggle

• Avoid belittling or provoking the patient
• This can be consciously or unconsciously
• You don’t need to respond to every comment
• Be careful not to become defensive
Reinforcing importance of Nursing’s Role in Caring

- Advocate and care for individuals of all backgrounds and support them through health and illness.
- Be attentive your patients may feel helpless when it seems no one is listening.
- Being aware of actions and what is said, watch closely for the patient’s non-verbal cues.
- Discuss plans with patient and make adjustments based on feedback from them.

No one chooses to have SUD but Nurses make a choice to care.
Toward a Model of Empathy and Acceptance

- Caring for patients with SUD is complex due to “clinical challenges and personal risk and nurses often feel unqualified to address.” (Ford, 2011)

- What helps? Education that addresses stigmatizing attitudes, utilizes resources, and supports acquisition of skills and knowledge to enhance care.
Albert H. Brown Visiting Scholar Program

- Each year, the Medical Nursing Division sponsors a medical visiting scholar day in support of nurses working in the medicine specialty.
- The day features visiting scholars presenting on a specific topic (clinical or non-clinical) of interest to nursing staff.
- A day full of narratives, panel discussions, keynote addresses
- 2016 recognized the overwhelming desire of nurses wanting more education about the Opioid Crisis, Substance Use Disorders and the Care of these patients.
Presenting at Conferences

EXAMINING KNOWLEDGE LEVELS AND ATTITUDES OF NURSES CARING FOR PATIENTS WITH SUBSTANCE USE DISORDERS: A PILOT STUDY
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BACKGROUND

• In 2014, more than 21 million Americans aged 12+ years had a Substance Use Disorder (SUD)
  [Substance Abuse and Mental Health Services Administration, 2015].
  • The literature reflects that nurses hold negative attitudes and lack knowledge related to SUD
    which contributes to suboptimal care and stigmatization.
  • Evidence supports that education in conjunction with role support improves attitudes.
  • Certification reduces SUD patient mortality and failure-to-rescue and improves the delivery of
    clinically competent care.

METHODS

• Design: Quasi-experimental study using repeated measures (pre-test/post-test) at baseline in
  April/May 2016, completion of the program in October 2016, and follow-up time points in
• Sample: 30 nurses from a variety of inpatient care areas.
• Survey Instruments:
  • Drug Problems Perception Questionnaire (DPPQ) (Watson, Maclean, & Kier 2000)
    consists of 20-items on a 7-point Likert Scale (1=strongly disagree; 7=strongly agree) that
    load on five factors: role adequacy, role legitimacy, accessibility of advice to perform role
    effectively, role-related self-esteem, and job satisfaction.
  • Knowledge Assessment Questionnaire:
    a new, 10-item investigator-developed instrument related to the definition of addiction,
    knowledge of various types of addictions and associated consequences.

RESULTS

• Drug Problems Perception Questionnaire (DPPQ):
  • At the end of the educational intervention, nurses’ attitudes became more positive on all
    domains except “Role-Related Self-Esteem.” Since items in the “Role-Related Self-Esteem”
    domain are negatively worded, a lower score reflects disagreement with the items and
    participants’ perceived increase in personal capacity to manage drug users.
  • More positive attitudes were sustained at data points 2 to 4 for the domain of “Role
    Adequacy.”
  • The literature reflects that nurses hold negative attitudes and lack knowledge related to SUD
    which contributes to suboptimal care and stigmatization.
  • The MGH 2015 Professional Learning Environment for Nurses (PLEN) survey (N=968)
    revealed that 55% of respondents reported feeling “not prepared” or “somewhat
    prepared” to care for and respond to the needs of their patients and families dealing with
    substance misuse.

AIMS

1. Determine whether nurses’ attitudes and knowledge levels improved after a five month
   educational intervention related to SUD.
2. Prepare nurses to sit for the Certified Addictions Registered Nurse (CARN) exam.

INFORMATION

Mean Knowledge Test Scores

• More nurses reported increases in domain scores at data points 2 and 3 with a plateau at data point 4.
• CARN certified nurses are serving as resources, role models, and educators in their
  practice areas.
• Considerable interest was generated and the conference has been developed and scheduled
  with more than 120 participants enrolled.
• Future studies are needed to assess the impact on patient outcomes.

LIMITATIONS

• Small sample size
• No demographic data to describe the sample
• Method of coding subject data prevented analysis of matched data sets
• Limited to a single site

CONCLUSION

• Drug Problems Perception Questionnaire (DPPQ):
  • The survey at completion of the educational intervention revealed a perceived improvement in
    all five domains of the DPPQ as compared to the initial survey administered prior to initiating
    the educational intervention.
  • Knowledge Assessment Questionnaire (KAQ):
    • The results showed a trend of successive increases in mean test scores at data points
      2 and 3 with a plateau at data point 4.
  • CARN:
    • Among nurses who completed the educational intervention, the pass rate on the CARN
      exam was 82% – almost 10% higher than the average national pass rate of 74%.

IMPLICATIONS

• Increased the overall number of certified nurses in the institution and increased the percentage of
  CARN-certified nurses by 50%.
• CARN nurse champions are serving as resources, role models, and educators in their
  practice areas.
• A new cohort of 29 nurses has enrolled in a second SUD Educational Program.
• Considerable interest was generated and the conference has been developed and scheduled
  with more than 120 participants enrolled.
• Two additional inter-professional SUD conferences have been developed and scheduled
  with more than 120 participants enrolled.

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www.cononline.org
Content Experts and Research Team

Sharing Education Experience

MASSACHUSETTS GENERAL HOSPITAL

Department of Nursing

Vincent Obstetrics & Gynecology
MGH SUD APRN Educating Tanzanian Nurses
Buprenorphine Waiver Training

By pursuing certification MGH Advanced Practice Nurses are responding to the need for More Buprenorphine Prescribers
Encourage all APRN’s to obtain this certification.

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