EVALUATION OF A THEORY-BASED TOBACCO EDUCATION PROGRAM TO MOTIVATE NURSING STUDENTS TO INTERVENE WITH THEIR SERIOUSLY MENTALLY ILL CLIENTS WHO SMOKE

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TOBACCO USE & MENTAL ILLNESS: PUTTING IT INTO PERSPECTIVE

- 70-90% of psychiatric patients smoke\(^1\)
- Smoking rates 2-4 x’s that of the general population\(^2\)
- Over ½ of 435,000 annual smoking related deaths are persons living with a mental illness\(^2\)
- 25 year mortality gap between people with mental illness and the general population \(^2,3\)
COMPARABLE CAUSES OF ANNUAL DEATHS UNITED STATES¹

* General population

Individuals with Mental Illness

* AIDS
* Alzheimer's
* Alcohol
* Obesity
* Homicide
* Suicide
Smoking
TOBACCO TREATMENT & MENTAL ILLNESS: WHAT DO WE KNOW?

• Interventions that work for smokers without mental illness also work for smokers with mental illness

• Intensive treatment (more frequent contact) leads to comparable quit rates to smokers in the general population

• > 70% report a desire to quit

• Nurses do not consistently provide interventions or refer to other resources
Brief Interventions by Nurses

Ask  | Advise  | Assist |
--- | --- | --- |
90% | 80% | 70%

Intensive Interventions by Nurses

Yes  | No |
--- | --- |
70% | 50%
HOURS SPENT ON TOBACCO EDUCATION: UNDERGRADUATE NURSING PROGRAMS

- <1 hour: 65%
- 1-2 hours: 24%
- 3 hours: 5%
- >3 hours: 6%

N= 1,065
23% nursing faculty

(Sharp & Blaakman, 2013; unpublished data)
Barriers
• Insufficient education
• Lack of competence
• Decreased motivation

Action
• Theory-based, hybrid tobacco educational program

Outcome
• Improved perceived competence
• Increased motivation

More nurses engaging in tobacco cessation counseling
PURPOSE OF STUDY

• Assess the effect of a theory-based, hybrid, tobacco education program on the perceived competence and the autonomous motivation of baccalaureate (BSN) students enrolled in a psychiatric/mental health nursing course to intervene with seriously mentally ill clients who use tobacco
SELF-DETERMINATION (SDT) THEORY

• Optimal profile for behavior change is high perceived competence and autonomous motivation\(^7\)

• Autonomously motivated individuals are more likely to maintain change over time\(^7\)

• Knowledge not sufficient for long-term integration of behavior change\(^7\)

• Learning environment facilitates the adoption & sustainability of new behavior\(^7\)
HYPOTHESES

H 1. Students who complete a SDT-informed, hybrid education program will perceive themselves as more competent to deliver tobacco dependence interventions to SMI clients.

H 2. Students who complete a SDT-informed, hybrid education program will be more autonomously motivated to deliver tobacco dependence interventions to SMI clients.
EDUCATIONAL INTERVENTION

- Self-determination theory
- 1.5 hours of online training
- 2 hours face-to-face classroom training
- Increase in perceived competence & autonomous motivation

Relatedness
Motivation
Competence
DESIGN: ONE GROUP, PRETEST/POSTTEST

Pretest (PCS & SRQ-L) → Online modules → Classroom session 1 → Classroom session 2 & posttest

2 weeks → 2 weeks → 2 weeks
SAMPLE

- Purposive sample ($N = 120$)
- Junior BSN students enrolled in a 3-credit hour psychiatric/mental health nursing course
- 91.6% female
- 89.9% White/Caucasian
- Mean age 24.6 years
- 67% traditional & 33% accelerated track
- 87% non-smokers
- 90.8% with no previous tobacco education
<table>
<thead>
<tr>
<th>Demographics &amp; Participant Feedback</th>
<th>4-item PCS</th>
<th>12-item SRQ-L</th>
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<th>Statistical test</th>
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<tr>
<td>Perceived Competence</td>
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<td></td>
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<td>Paired sample t-test ($p = .05$)</td>
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<tr>
<td>Autonomous Motivation</td>
<td></td>
<td>✔</td>
<td></td>
<td>Paired sample t-test ($p = .05$)</td>
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</tbody>
</table>

(N=119)
PRETEST & POSTTEST PAIRED SAMPLE $t$-TEST (two-tailed)

Perceived Competence

$\text{Pre-Test Mean}$

$\text{Post-Test Mean}$

$\text{Autonomous Motivation}$

$\text{Pre-Test Mean}$

$\text{Post-Test Mean}$

$\text{Perceived Competence}$

$t = -18.26; p < .001$

$t = -2.35; p = .020$
FINDINGS
PARTICIPANT FEEDBACK

1. I can apply what I learned in the clinical setting.

   M (SD) = 6.33(0.95)

2. The material is important information for nursing students.

   M (SD) = 6.60(0.72)
CONCLUSIONS

- Tobacco content is important and clinically relevant to BSN students.
- Findings contribute to current body of knowledge that supports the effectiveness of tobacco education for BSN students.
- Providing an SDT-guided intervention can influence perceived competence and autonomous motivation.
- Integration of a theory-based, hybrid tobacco education program into required psychiatric/mental health nursing curricula is a promising strategy.
IMPLICATIONS FOR NURSING EDUCATION

• The underlying motivational processes of BSN students may influence intentions to engage in a specific behavior

• Access to easy-to-use teaching resources will facilitate integration of tobacco education into existing curricula

• Tobacco education can increase the number of entry-level nurses proficient in cessation counseling

• Patients with mental illness will ultimately benefit as more nurses provide tobacco cessation interventions
LIMITATIONS

• Purposive sample

• No control group

• Lack of data regarding participants’ perceptions of the SDT-guided learning environment

• Potential response & social desirability bias

• Lack of behavioral change measures
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REFERENCES


