Conflict of Interest

☐ We have none!

The role of nurses in Substance Use

“To Treat the Hemorrhage and/or Pancreatitis and Not the Alcoholism is Poor Health Care, Akin To Treating Anemia Without Treating the Colon Cancer Causing It. Nurses are in an excellent position to recognize the abuse and misuse of alcohol and drugs in people. We skillfully manage the complications of abuse, such as liver disease, peripheral neuropathy and trauma, yet are not adequately trained to identify the root of the problem and intervene in ways that direct people into appropriate treatment. (Gordis, 1995).

Lack of Addiction Content in Nursing Programs

However, there is extensive evidence to suggest that nurses are not sufficiently prepared during their undergraduate or graduate education to work with clients with substance use disorders nor clients with problematic substance use. A range of studies spanning over the course of greater than 30 years highlight the deficits in nurse education in the preparation of nurses around addiction (De Vargas, 2013; Fortini, 2007; Heinemann & Hoffman, 1989; Martinez & Murphy-Parker, 2003; Murphy-Parker & Martinez, 2005; Murphy-Parker, 2013; Naegle, 1989; Naegle, 2001; Rasool, 2007; Reisman & Shrader, 1984; Savage, Dyhouse, Marcus, & Lindell, 2011; Sheehan, 1992; Sullivan, 1995 & Tamlyn, 1989).

ICN/WHO Guidance on the Role of Nurses in Substance Abuse

WHO/HRH/HRP/10–6
THE INVOLVEMENT OF NURSES AND MIDWIVES IN SCREENING AND BRIEF INTERVENTIONS FOR HAZARDOUS AND HARMFUL USE OF ALCOHOL AND OTHER PSYCHOACTIVE SUBSTANCES (A 99 page Literature Review)

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The World Health Organization (WHO) Forum on alcohol, drugs and addictive behaviours in a new initiative that will strengthen international partnerships and collaboration in order to tackle some of the most pressing issues of our time.

Harmful use of alcohol as well as drugs and addictive behaviours have devastating effects on individuals, families and their communities and have enormous socioeconomic impacts at national and global levels.

In a ‘seminal’ paper (McLellan et al, 2000), wrote that there has been recent evidence which supports success rates with both medical and behavioral treatments for addiction which are successful with other chronic health care disorders such as hypertension, asthma, and diabetes, AND that current psychopharmacology and psychosocial modalities can be just as useful in alcohol and drug disorders when comparing compliance and relapse rates.

The Reward Pathway in the Brain

Addiction is a Chronic Brain Disorder

The GOLD STANDARD of Addiction Treatment is with Psychopharmacology and Psychosocial Treatment Modalities.
Advanced Practice Nurses
- APNs serve as leaders and have a critical role
- For reducing harms associated with Substance Use Disorders
- Expertise in prescribing medications that help with Substance Use Disorders.

Social Workers
- Expertise in the psychosocial treatment modalities for Substance Use Disorders.

Lack of Addiction Content in Social Work Programs
- No statistics
- One article found describing Canadian education
- Elective Courses rather than a “horizontal thread”
- CSWE conference – Addictions Track
- Clinical sites and also field supervisors are minimal
- “If we don’t teach it then students don’t think it is their responsibility to know it”
- Increasing demand by students

Widener University

Course Development
- Social Work and Nursing
  - Master’s level students
  - Future Bachelor’s level students
- Multiple meetings with associate dean, directors, field, and faculty
  - Identified common goals
  - Negotiated aspects of the course
- Addiction Certificates in preparation for certification (2 courses, field, + group supervision)
Widener University

Course Description
This course focuses on addictions as a major biopsychosocial health disorder. The course will cover the history of addictions, stigma associated with addictions, and underlying causes of the use of addictive substances. The DSM 5 will be used to examine a range of addictive substances and the criteria required to make substance use disorders and substance induced disorders diagnoses. The emphasis of the course is to consider addictions as a chronic brain based disorder with neurobiological and social consequences to individuals, families, and communities. Evidence based practices will be applied in psychopharmacology treatments and biopsychosocial treatment modalities. Avenues of certification in addictions will be explored in the course.

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Course Objectives
By the end of the course, students will be able to:
1. Analyze the history of addictions in the United States.
2. Explore underlying causes of the use of addictive substances including genetics, mental health and medical conditions, and trauma.
3. Synthesize the impact of stigma related to substance use disorders.
4. Evaluate the DSM 5 diagnoses and the problematic use of other addictive substances, i.e. designer drugs.
5. Explain the impact of addictive substances to the neurobiology of a person.

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Course Objectives
By the end of the course, students will be able to:
6. Apply the neurobiological impact to the criteria for the DSM-5 Substance Related Disorders including use and substance induced disorders (intoxication, dependence, tolerance, withdrawal).
7. Evaluate the best evidence of psychopharmacology treatment for alcohol, opioid, and tobacco disorders.
8. Evaluate the neurobiological effects of treatment with biopsychosocial interventions for substance related disorders including EMDR, biofeedback, CBT, DBT, Cognitive Processing, EFT.
9. Explore avenues of certification in addictions for nursing and social work professionals.
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Hybrid Format

- Across 12 weeks
  - 4 in-class (all day) dates
  - 8 online activity weeks
- Co-teaching
- Course activities – online and in-class discussions, reading, videos, website exploration, assignments, simulated lab experience, lectures, groups, presentations

Widener University

Course/Syllabus Development

- Process of Negotiation
  - Balance of representing nursing, social work, and other disciplines
  - Assignments (online discussions, self-graded journals, interview journal based on simulated interview experience, pre and post course assessment, quizzes, roadmap to certification, and a group presentation)

Social workers are ideally placed to offer a holistic approach to understanding the relationship between the person’s substance use and their family, home and community (Galvani and Forrester, 2012)
UK Context

- UK National Drug and Alcohol Strategy (HMG, 2010) - key role of social work and social care (the provision of personal care, protection or social support services to people with needs arising from illness, disability, ageing or poverty) in addressing problematic alcohol use.
- The Care Act (DH, 2014) since stressed the importance of care services in reducing and preventing the need for support.

How social workers see their role in screening and prevention of problematic alcohol use

36 social workers trained in screening and brief advice
Pre and post training questionnaire and post workshop focus groups

(Hafford-Letchfield et al, 2017)

4 themes
1) Perceptions of the social work/social care role in responding to alcohol problems,
2) Ethical concerns,
3) Time conflicts and problems of screening
4) The role of training.

“I need to meet targets as a service and when we are trying to deliver this brief intervention and knowing just to keep in mind that I might have to do another referral on top of that. It may not be that brief basically.” (Social worker, focus group)

Barriers to information collection and sharing with the need for info to prove the return on investment in treatment
- Anxiety about sharing information impacted on relationships between social workers, service users and other helping agencies

4 conditions required for educational transfer
(1) appropriate innovations must be made accessible for dissemination; (2) evidence that innovation is feasible and effective; (3) adequate resources; (4) interventions must be provided that encourage individuals and organisations to change
References

- Hafford-Letchfield, T., Thom, B., Herring, B. (2017) Community Based Care for Older People with Problematic Alcohol Use: Findings from a consultation workshop

Massive Open Online Course (MOOC)

A joint teaching and learning project between Middlesex University, London and Massey University in New Zealand and NCETA, Flinders University, Australia

Educators were cross discipline: Nursing, Social Work, Lived Experience, Policy Makers

Older people face specific issues in relation to problematic substance use. Demography and a growing ageing population make these problems evident. But older people’s problems tend to be more invisible, both in care services and in substance use services.

Topics Covered

- Introduction to the issues concerning problematic substance use for older people, context, causes, recognition.
- Comparison and sharing of knowledge, skills and expertise across different disciplines as well as internationally.
- Identifying interventions and best practices to tackle the issues and promote health and wellbeing in ageing populations.
- Developing a community of practice and networking on the issues.

Delivery

- Online
- 5 weeks: 5 hours a week study time
- Facilitated by experts
- Live Webinar session in week 4
Bringing our expertise together

• March 2018 – scoping visit Middlesex University visit to Widener University
• Memorandum of Understanding (MOU) signed July 2018
• Two year work programme established with KPI (key performance indicators) including first joint educational

Aims of partnership
• Capitalise on the expertise within the partnership
• Knowledge and skills exchange
• Identify potential educational innovation gaps
• Generate and share common resources
• Develop a digital community of learning/practice on line
• To use this as a ‘springboard’ to develop other alliances in health and social care subjects
• Evaluate and research pedagogic approaches for the teaching and application of skills in addiction in nursing and social work disciplines

Next steps

• Curricula working group between Middlesex and Widener working on merging Widener new course and Middlesex MOOC materials to establish joint curriculum
• Materials will be transferred onto shared platform (e.g. Moodle/Canvass)
• Pilot with our students from both universities, with pre and post test on KSA (knowledge, skills and attitudes)
• Explore students joint views/opinions on line via discussion forums, differences in practice between USA and UK across the disciplines

References

References, 2


References, 3

