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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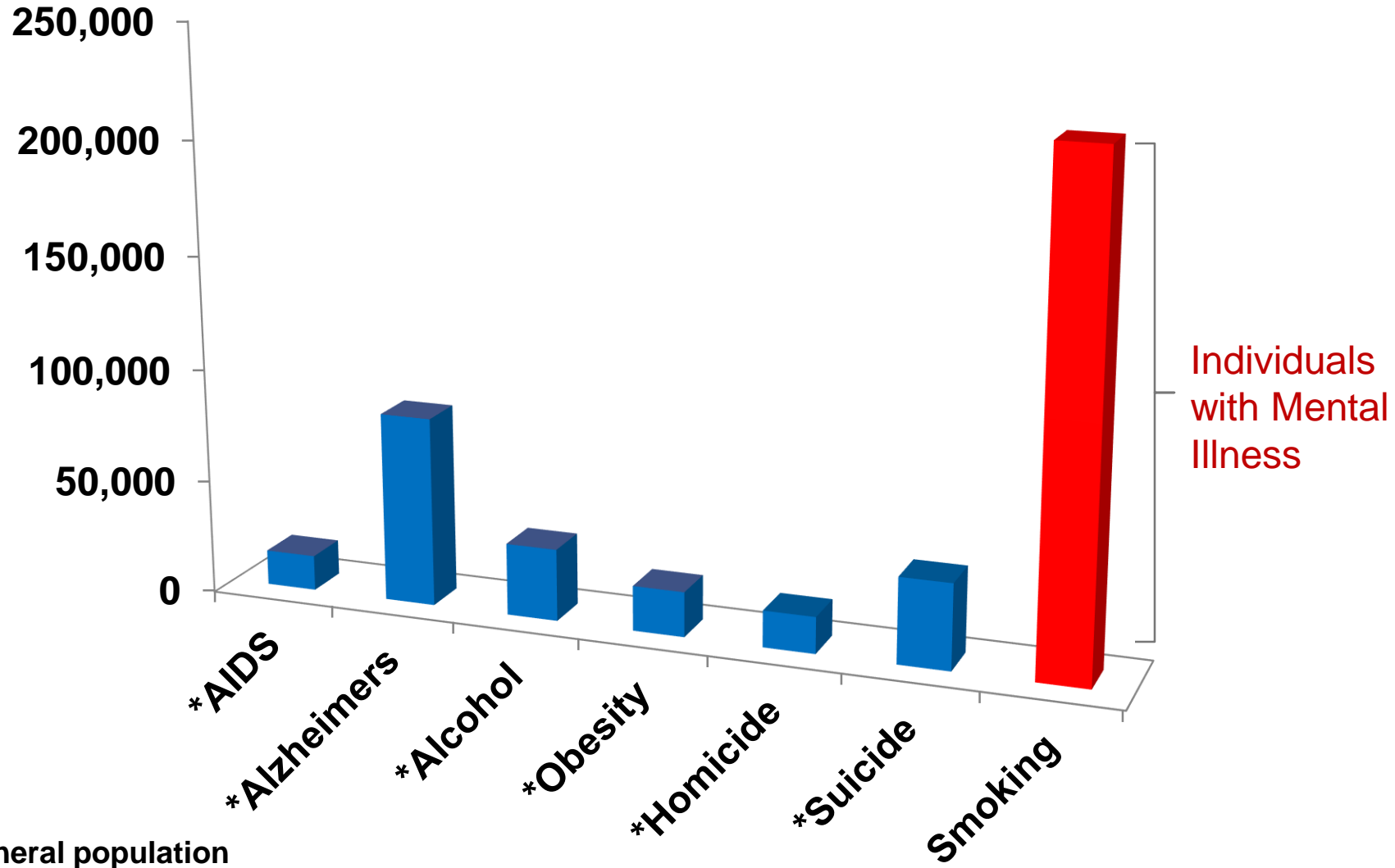**Indiana University School of Nursing**

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This presenter has no conflict of interest to report

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 STATES[1]

Bar chart. Y-axis values: 0, 50,000, 100,000, 150,000, 200,000, 250,000. X-axis categories: *AIDS, *Alzheimers, *Alcohol, *Obesity, *Homicide, *Suicide, Smoking. The Smoking bar (red) is bracketed and labeled "Individuals with Mental Illness."
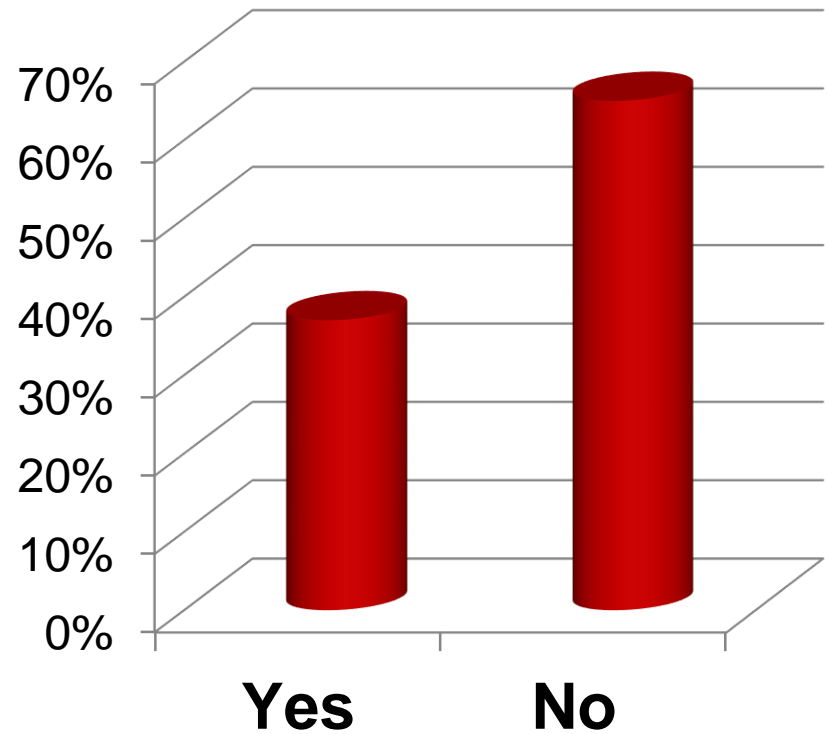
* General population

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TOBACCO TREATMENT & MENTAL ILLNESS: WHAT DO WE KNOW?

- Interventions that work for smokers without mental illness also work for smokers with mental illness[2]

- Intensive treatment **(more frequent contact)** leads to comparable quit rates to smokers in the general population[2]

- > 70% report a desire to quit[4]

- Nurses do not consistently provide interventions or refer to other resources[5,6]
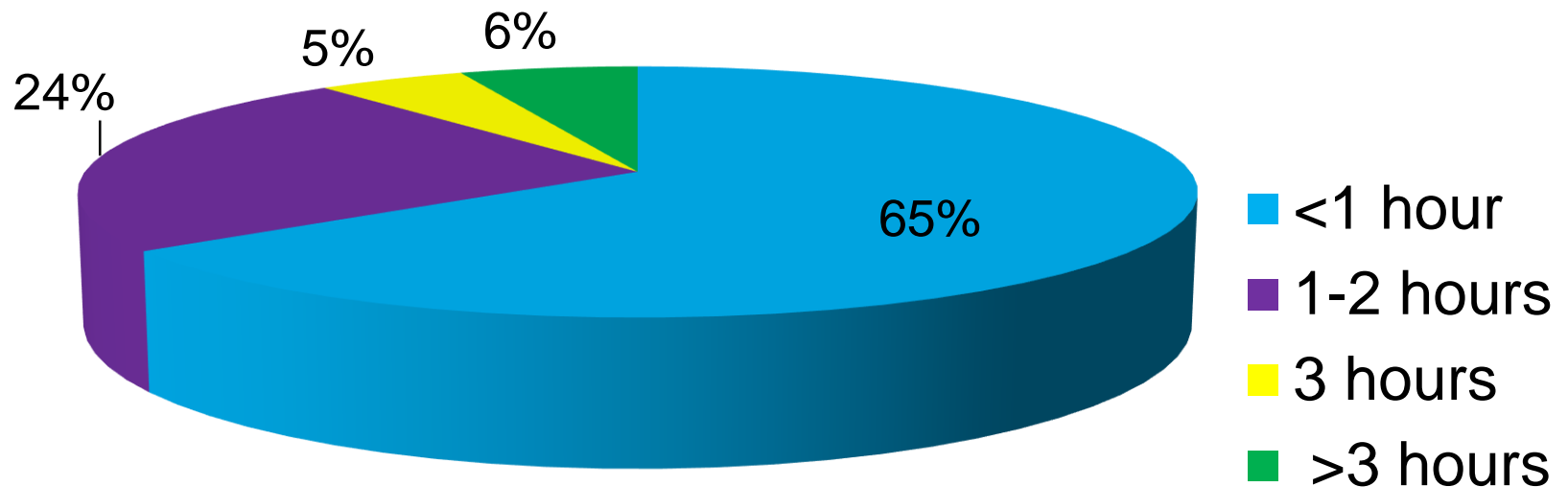
Brief Interventions by Nurses

(Chart showing percentages for Ask ~95%, Advise ~90%, Assist ~68%, y-axis 0% to 100%)
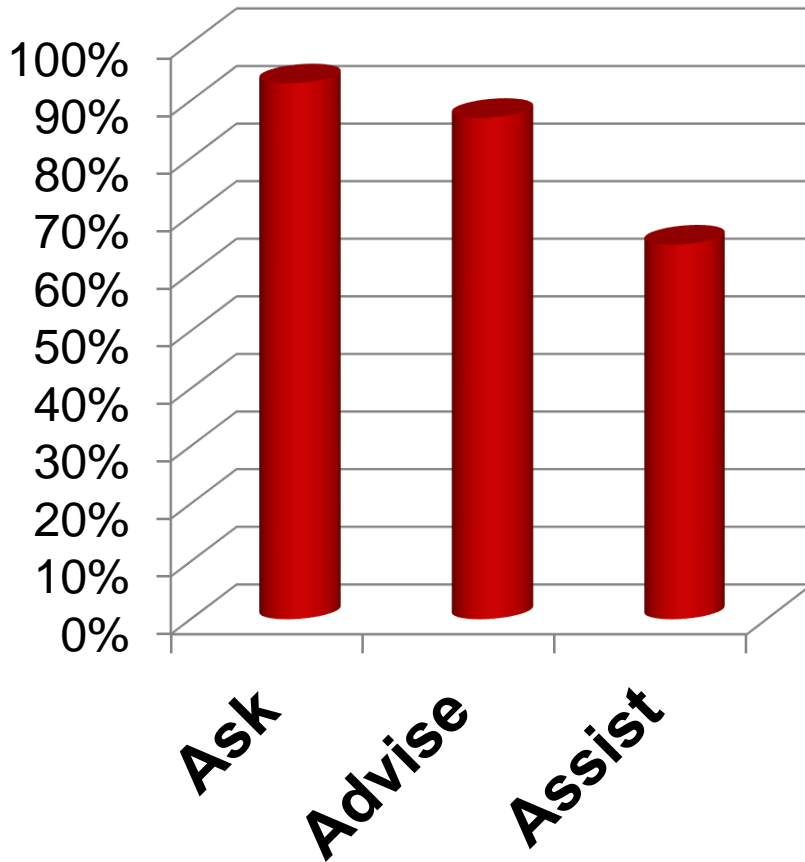
Intensive Interventions by Nurses

(Chart showing percentages for Yes ~40%, No ~68%, y-axis 0% to 70%)

N= 1,065

(Sharp & Blaakman, 2013; unpublished data)

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HOURS SPENT ON TOBACCO EDUCATION: UNDERGRADUATE NURSING PROGRAMS

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

Legend:
- <1 hour
- 1-2 hours
- 3 hours
- >3 hours

N= 1,065
23% nursing faculty

(Sharp & Blaakman, 2013; unpublished data)

DIAGRAM OF THE PROBLEM

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

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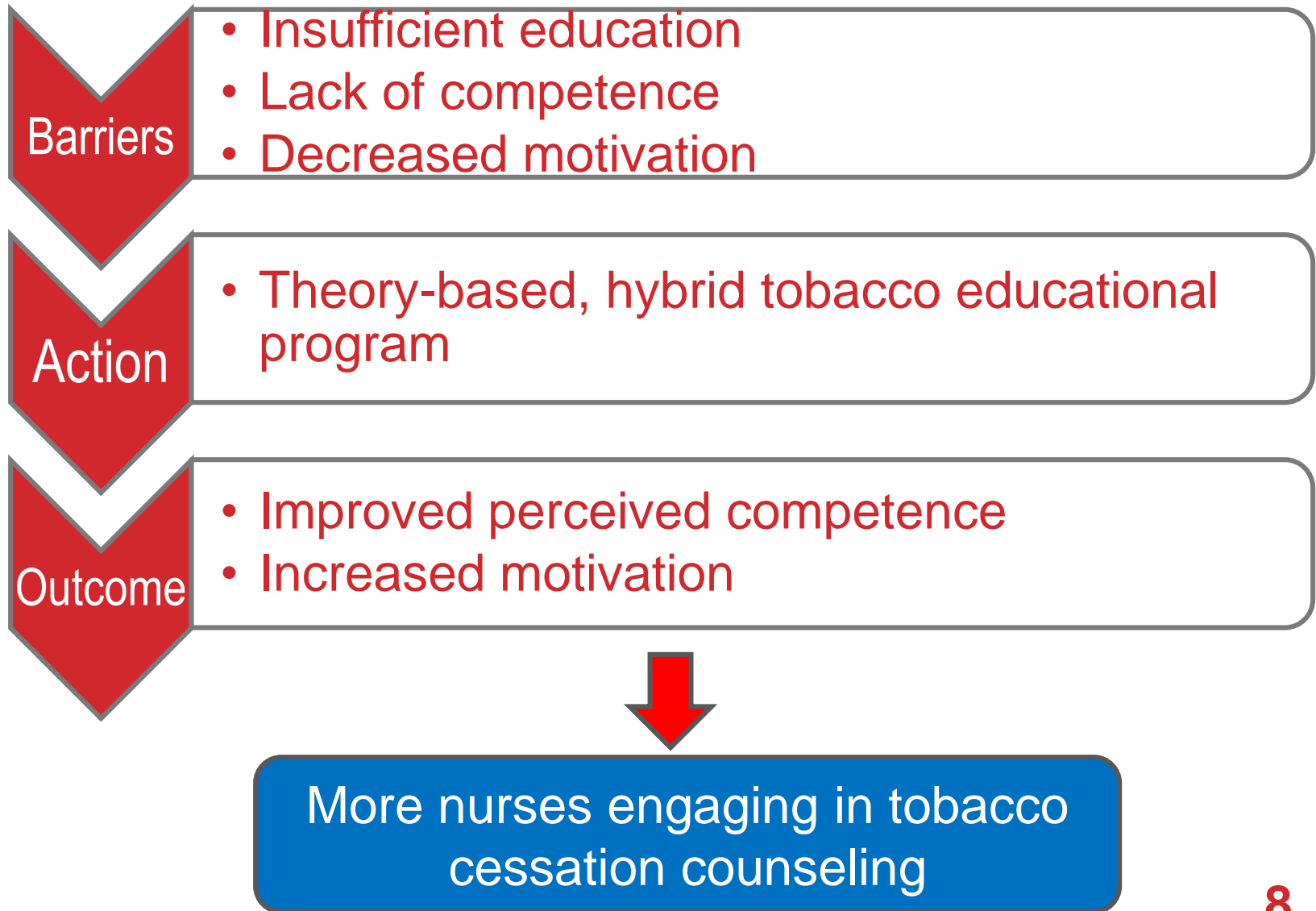
PURPOSE OF STUDY

- 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
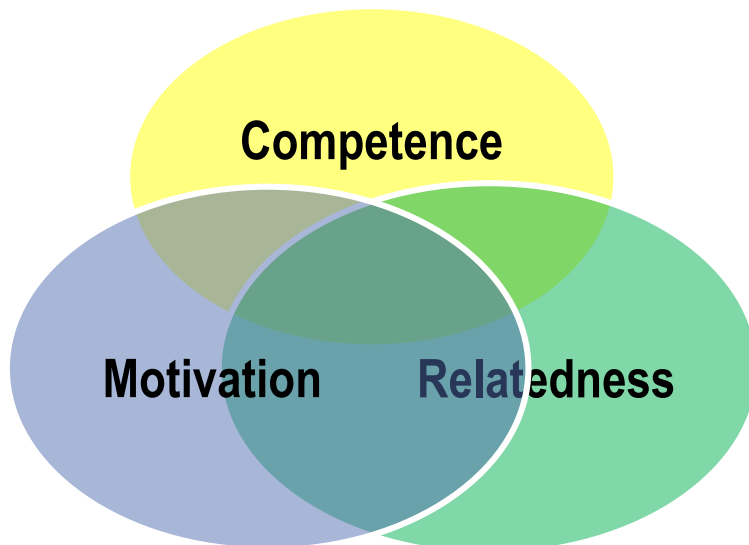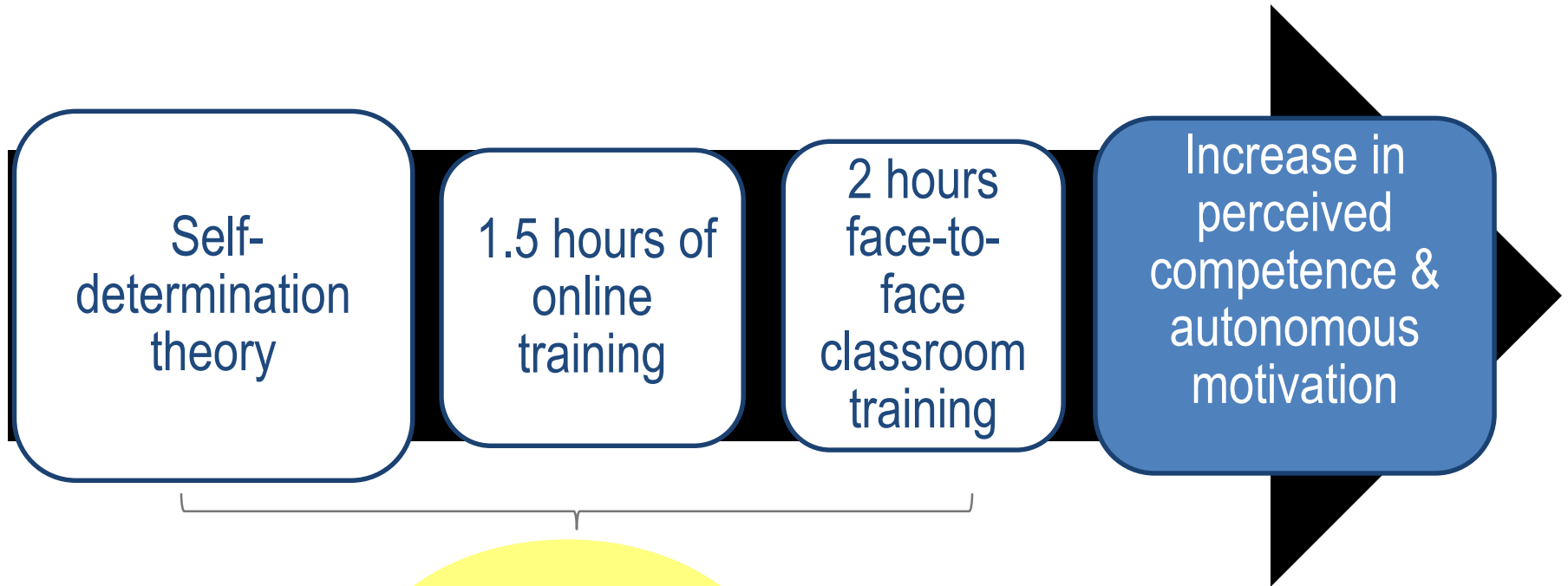
SELF-DETERMINATION (SDT) THEORY

- 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]
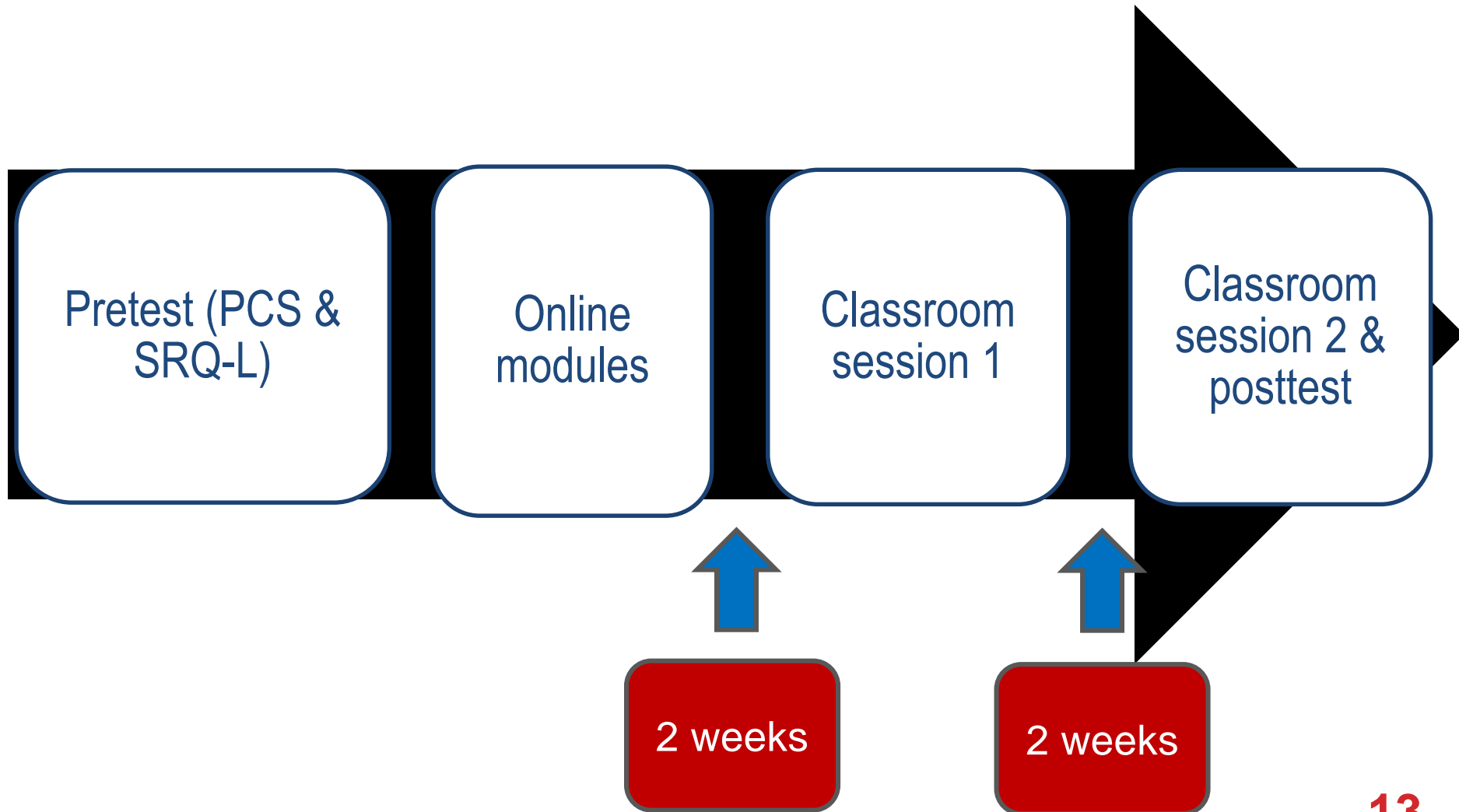
HYPOTHESES

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

Competence

Motivation   Relatedness

DESIGN: ONE GROUP, PRETEST/POSTTEST

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

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

MEASURES & ANALYSES

	4-item PCS	12-item SRQ-L	DDQ	Statistical test
Demographics & Participant Feedback			✔	Frequencies Measures of central tendency
Perceived Competence	✔			Paired sample *t*-test ($p = .05$)
Autonomous Motivation		✔		Paired sample *t*-test ($p = .05$)

(*N* = 119)

PRETEST & POSTTEST PAIRED SAMPLE *t*-TEST (two-tailed)

Legend:
- Pre-Test Mean
- Post-Test Mean

Perceived Competence
(t = -18.26; p <.001)

Autonomous Motivation
(t = -2.35; p =.020)
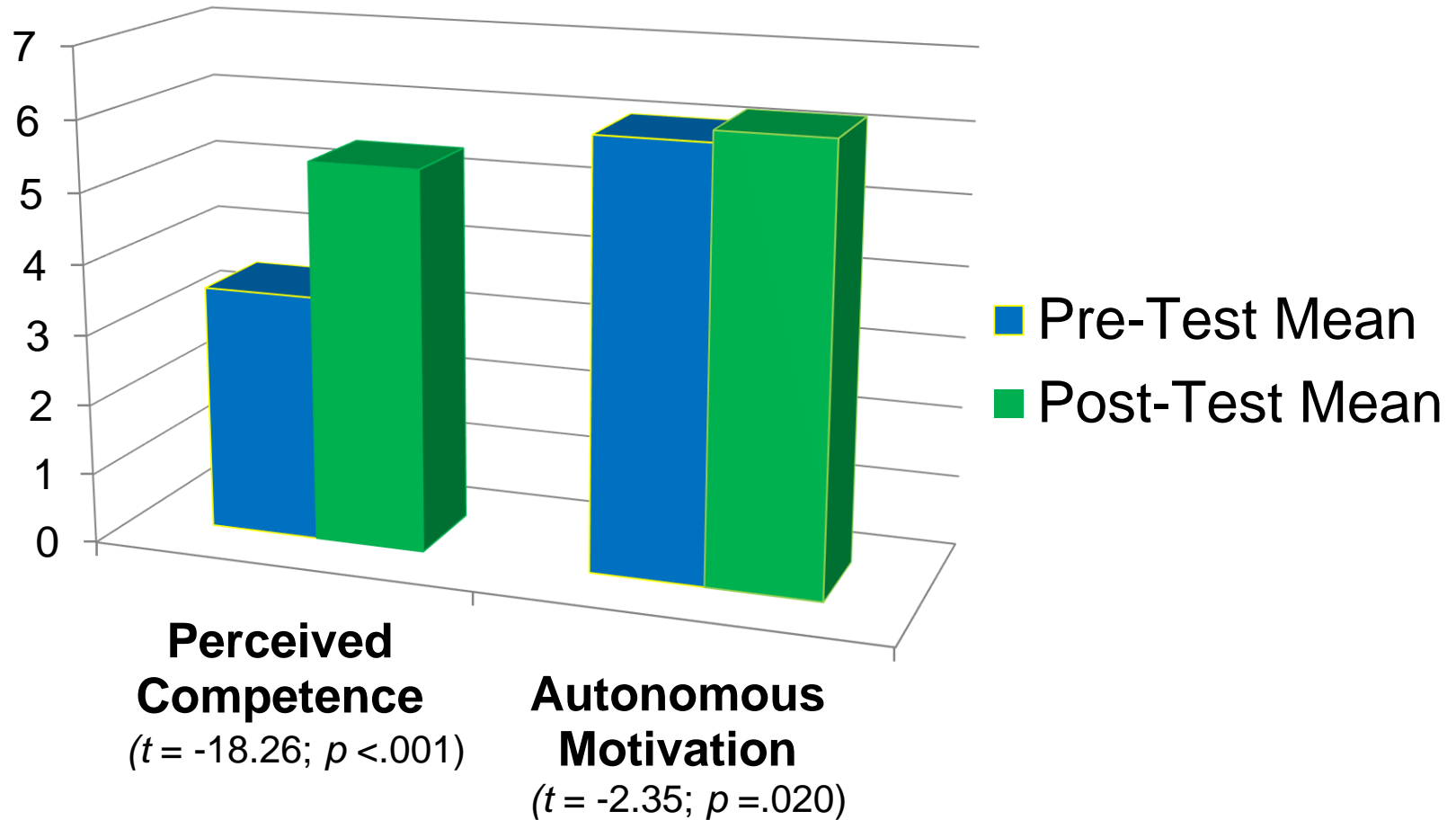
FINDINGS
PARTICIPANT FEEDBACK

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)

1	2	3	4	5	6	7

Not at all true   **Somewhat true**   **Very true**

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

ACKNOWLEDGMENTS

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