Effect of Psych-educational Program on Nursing Staff Attitudes towards Patients Having Substance Related Disorders

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Abstract

   Background: Nurses provide substance related disorder' patient treatment at all stages of the admittance process, from the initial assessment through treatment and follow up care. **Aim of the study:** This study aimed to evaluate the effect of a psycho-educational program on nursing staff attitudes towards patients having substance related disorders. **Methods:** A quasi-experimental design was used. The subjects of the study included 134 nurses and was divided into two equal groups (Experimental group & Control group) with 67 nurses in each group who were chosen by purposive sampling. The study was conducted at Benha Mental Health and Addiction Hospital. **Tools for data collection:** Two tools were used for data collection; **Tool (1):** Questionnaire interview assessing nursing staff socio‑demographic data, **Tool (2)**: Questionnaire related to nursing staff attitudes towards patients having substance related disorders. **Results**: Mean score of the attitude of the experimental group 'nurses was (53.56) at pre-intervention phase, which it was improved to be (87.5) at post intervention phase with slightly decrease to be (83.18) at follow up phase. **Conclusion:** The psycho-educational program had a positive effect on the nursing staff attitudes towards patients having substance related disorder. Moreover, there is a strong positive relation between the nursing staff attitudes and their age, years of experience in the psychiatric field and years of working in the addiction department. **Recommendations**: Providing up-to-date educational programs on regular basis for nurses' dealing with patients having substance related disorders about new health issues and its trends related to these disorders.

Keywords: Nursing staff attitudes, Psycho-educational program, Substance related disorder.

Introduction

   Substance related disorders, which include substance abuse and substance dependence, is a chronic-relapsing brain disorder characterized by cognitive, behavioral, and physiological symptoms including compulsion to take the drug, loss of control over use, and persistent consumption despite substance-related problems **(Martini et al., 2022).** Nurses who work in addiction treatment facilities have a very difficult job. Nurses invest time and energy

into patients who may relapse repeatedly before treatment gains a foothold **(Wason et al., 2021)**.

   In addition to lacking knowledge about substance use disorders, nurses have also reported having negative attitudes toward those individuals. When displaying negative attitudes towards clients with substance use disorder, nurses can impede consumers' recovery due to service disengagement and

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treatment non-compliance **(Anandan et al., 2020)**. Moreover, negative attitude has a negative impact on the person with SUD's emotional and overall well-being including a negative impact on sleep, anxiety, depression, and self-esteem **(Dion & Griggs, 2020)**.

One systematic review found that healthcare workers had pervasive negative attitudes towards patients with SUD, along with perceptions of violence, manipulation, and poor motivation **(Zwick et al., 2020)**. A recent study exploring health care professional' attitudes toward patients with substance use disorders found that the majority had negative attitudes for patients with substance use disorders than for patients with other conditions affecting health **(Fogler, 2020)** and this negative attitudes in turn toward persons who use alcohol and other drugs contribute to suboptimal care **(Finnell et al., 2022)**.

When seeking care, substance abusers report a lack of sympathy and feelings of being discriminated. Fearing discrimination, individuals may delay seeking care or be less forthcoming and truthful about their drug use when they do seek it. These factors, lack of knowledge, confidence, and negative attitude on the part of nurses, have been linked to poorer outcomes **(O'Reilly, 2020)**.

On the other hand, Positive attitudes and high motivation on the part of nurses are needed for achieving success in the care of substance-abused patients **(Hakala et al., 2021)**. Changing attitudes and increasing knowledge about substance use disorder are measures that can be taken to impact the horrific trend of this public health crisis. An education program on substance use disorder has been shown to increase confidence and improve attitude of nurses **(Nash et al., 2019).**

Significance of the study

Substance related disorder is a problem that rises globally and nurses are not prepared to care for this population **(Dion & Griggs, 2020)**. Previous study conducted by **(Jackman et al., 2020)** showed the effectiveness of educational program in improving nurse attitudes and skills toward patients with substance related disorder. Another study revealed that staff who receive training in how to work with patients with mental health problems and SUD have less negative attitudes towards these patients **(Solberg & Nåden, 2020)**. Hence, the need for a high level of knowledge and positive attitudes will improve nursing ethics especially compassion, cognitive and emotional empathy among psychiatric nurses deal with substance related disorder' patients.

Aim of the study

The study aimed to evaluate the effect of a psycho-educational program on nursing staff attitudes towards patients having substance related disorders.

Research Hypothesis

The attitude of nursing staff towards patients having substance related disorders are expected to be enhanced after implementation of a psycho-educational program.

Subjects and Methods

Research design:

A quasi-experimental research design was used to fulfill the aim of the study.

Study setting:

The study was conducted at the Mental Health and Addiction Hospital at Benha city.

Type of the sample:

A purposive sample was used in the current study as the researcher selected all subjects that were presented in the addiction department and the addiction clinic firstly and then from all hospital departments.

Study Subjects

The sample of the study consisted of 134 nurse. The sample size was determined by using the following equation:

Sample size (n) = N/1+N*d²

N = Total population
d = Margin of error or precision

According to above formula:

N = 200 nurse
d = 0.05
n = 200/1+200* (0.05)² = 134

The study sample was divided into two equal groups (Experimental group & Control group) with 67 nurse in each group. The control group included all nursing staff who presented on the study days (Saturday, Tuesday) in the afternoon shift. The experimental group included all nursing staff who presented on the study days (Saturday, Tuesday) in the morning shift.

Tools of data collection:

Two tools were used in addition to a psycho-educational program.

Tool 1: Socio-Demographic Characteristics:

This semi-structured interview included data such as age, sex, marital status, academic qualifications and job.

Tool 2: Questionnaire related to nursing staff attitudes towards patients having substance related disorders.

This tool included 41 items to assess nursing staff attitudes towards substance abuse and abusers. It was divided into two parts:

Part 1: Substance Abuse Attitude Survey (SAAS)

It was developed by **Akinola (2015)** who adapted the SAAS from the original work of **Chapel et al. (1985)** to be used in the study after making some changes to the tool through removing some statements that were considered too sensitive in the Nigerian culture. This tool was designed to measure health professionals' attitudes towards substance abuse and identifies five attitude subgroups.

1. Permissiveness subscale:

It included 6 questions, implying nursing staff's accepting substance use within a continuum of normal human behavior.

2. Treatment intervention subscale:

It is composed of 5 questions. This subscale is related to the nursing staff's orientation towards perceiving substance use/misuse in the context of treatment and intervention.

3. Non stereotypes subscale:

It consists of 6 questions. It was about the nursing staff's non-reliance on popular societal stereotypes of substance use and substance users.

4. Treatment optimism subscale:

It had 4 questions related to the nursing staff's optimistic perception of treatment and the possibility of a successful outcome.

5. Non-moralism subscale:

It involved 5 questions. It was linked to the nursing staff's absence or avoidance of moralistic perspective when considering substance use and substance users.

Part 2: Questions related to nursing staff' attitudes towards patients having substance related disorders.

It was developed by **Ahmed (2016)** to assess nursing staff' attitudes towards patients with substance related disorder. It was consisted of fifteen items.

Scoring system of tool 2

This tool was expressed through using a 3 Likert scale ranging from: Disagree=1, Neutral=2 and Agree=3. A scoring system of this tool was as follows: - Negative attitude < 50%, Neutral attitude 50 - 75%, Positive attitude > 75%.

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Validity of tools

To achieve the criteria of trust and worthiness of the tools of data collection in the study, the tools were distributed on a panel of five Professors and Assistant Professors of Mental Health Nursing staff members at Benha and Ain Shams University.

Reliability of tools

It was examined by using the Cronbach's Alpha to measure the internal consistency for the tool; nursing staff's attitudes towards substance abuse and substance abusers was 0.861 that reflect accepted internal consistency of the tool.

Pilot Study

A pilot study was conducted on 10% of the total sample to ensure feasibility, objectivity, and reliability of the study tools, the time needed to complete them, and to identify the problems and obstacles that may be encountered during the study. No modifications were done, so the pilot study was included in the main study subjects.

Field Work

The actual study was carried out for 6 months starting from the beginning of July 2021 to the end of December 2021(5 weeks for pretest, 3 months for the implementation phase, 5 weeks for posttest). Then, the researcher followed up after 3 months of the program by using the same study tools that had been used in the pretest on all subjects from the beginning of June 2022 to the middle of July 2022.The study was conducted through the following phases:

Phase I (Assessment):

After obtaining the acceptance of nursing staff to participate in the present study. Tools of the study were distributed on the studied subjects on individual basis and the subjects were asked to fill the questionnaire in the presence of the researcher for any clarification. Each nursing staff took about 10 minutes to fill the questionnaires. The data collected in this phase were utilized as assessment data that served in preparing the program, and later for evaluating the effectiveness of the program in the post test and follow up phases.

Phase II: Planning phase (Development of psycho- educational program)

After reviewing recent literature, the program content was developed by the researcher in the form of booklet. The psycho-educational program consisted of theoretical and practical parts in which each had a set of specific objectives.

Phases III (Program implementation)

The program was conducted in 8 sessions (introductory session, 2 sessions for theoretical part, 4 sessions for practical part and the final session was summery for the contents of the program). Theoretical session took about 30-45 minutes and practical session took about 45-60 minutes. The studied group of nursing staff was divided into 10 groups and each group consisted of 6-7 nurses.

The program was presented in a clear and concise manner, following the principles of adult learning and focusing on interactive learning and active participation. The researcher designed and distributed an illustrative colored booklet to nursing staff to be able to follow the content in the program. Every session of the program has general and specific objectives; these objectives were achieved through several teaching methods and media as lecture, group discussion, role-playing, booklet, video, and posters.

Each session started by greeting the participants, assessing their motivation for learning, getting feedback about what was given through the previous session, and present the objectives of the new topic. At the end of

every session, nursing staff' questions were discussed to correct any misunderstanding that would have happened. After finishing the program sessions, the researcher thanked the nursing staff for their participation and asked for any unclear points.

- Program sessions

Session (1): Orientation session, during the initial session, the researcher explained the program objectives, the expected outcome and determined the meeting time for the next session.

- Theoretical part including 2 sessions

Session (2): This session aimed to provide the experimental group some knowledge about substance use disorder (definition, main terminology, causes, risk factors and sign, symptoms of substance dependence according to the type of substance used and level of prevention).

Session (3): This session focused on knowledge about professional nursing attitude towards substance related disorders' patient (concepts of attitude, component of attitude, types of attitudes, difference between positive and negative attitude and importance of positive nursing attitude.

- Practical part containing 4 sessions

Session (4): This session aimed to apply strategies to improve nursing staff' attitudes towards patients having substance related disorders. This session was implemented by using lecture interwoven with group discussion. Additionally, the researcher gave examples about positive and negative attitudes and these encouraged the participating nursing staff to provide additional examples from their professional experiences.

Session (5): This session aimed to enable nursing staff to apply humanistic skills such as (unconditional positive regard, empathy and

credibility skill) with substance related disorder patients. At this session, the researcher gave a situation after each humanistic skill to identify the level of understanding of participants about these skills.

Session (6): This session aimed to enable nursing staff to apply supportive skills for substance related disorder' patient such as (ventilation, clarification, suggestion and guidance skills).

Session (7): This session aimed to enable nursing staff to apply therapeutic communication skills such skills as (active listening, silence, the skill of giving response that reflect the feelings and thoughts of the patients, questioning skill, the skill of reciting the patient's speech, clarification skill, giving information skill and summarizing skill).

Session (8): Summary session: the researcher provided reinforcement about the main points of the educational program.

Phase IV (program evaluation):

Evaluation of the program's outcomes was immediately performed after implementation of the program (post- test) then follow - up after three months of program by using the same study tools that have been used in pretest on all subjects (experimental group and control group).

Ethical considerations:

Prior the study conduction, ethical approval was obtained from the scientific research committee at Faculty of Nursing Benha University. The study was conducted with careful attention to ethical standards of research and rights of the participants.

Statistical analysis:

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0**.** (Armonk, NY: IBM Corp) Qualitative data were described using number

and percent. The Kolmogorov-Smirnov test was used to verify the normality of distribution Quantitative data were described using range (minimum and maximum), mean, standard deviation and median Significance of the obtained results was judged at the 5% level. The used tests were Chi-square test, Fisher's Exact or Monte Carlo correction, Mann Whitney test, Friedman test and Pearson coefficient.

Results

Table (1): Illustrates that the highest proportions of study and control groups (58.2%; 59.7%) were in the age groups of 25-35 years respectively. In relation to sex, the higher percentage of both study and control groups (64.2% and 76.1% respectively) were males. Regarding academic qualification, this table revealed that more than two thirds of both study and control groups (73.1% and 79.1% respectively) had a diploma degree in nursing. According to Job, most of both study and control group (89.6% and 94% respectively) were nurses. In relation to marital status, more than two thirds (80.6% and 86.6% respectively) of nurses in the study and control groups were married.

Figure (1): Illustrates the total mean score of substance abuse attitude survey among the study and control group throughout the study phases. This figure shows that the mean score of the attitude of the experimental group 'nurses toward SAAS (53.5, 87.5, and 83.18) in pre, post and follow up phases, respectively, while (53.01, 53.95 and 53.26) mean scores of nurses in pre, post and follow up phases respectively in the control group.

Figure (2): Shows that the mean score of attitudes of the experimental group 'nurses toward substance abusers (53.98, 64.08, and 63.08) in pre, post and follow up phases, respectively, while (51.44, 53.08 and 52.39) mean scores of nurses in pre, post and follow up phases respectively in the control group.

Table (2): Reveals that there is a highly significant relation between the experimental group' nurses attitude and their age (p=0.002), years of experience in psychiatric field (p=0.019) and years of working in the addiction department (p=0.006) at immediate post intervention phase. Where there is no significant relation between the experimental group' nurses attitude and their sex, job and academic qualification at immediate post intervention.

In addition, there is a significant relation between the experimental group' nurses' attitude and their age (p=0.027), academic qualification (p=0.034), years of experience in psychiatric field (p=0.033) and years of working in addiction department (p=0.050) at follow up phase among the experimental group' nurses.

Table (3): Reveals that the most independent factor affecting nurses' attitude toward substance abusers was years of experience in the psychiatric department, which (B=1.554 & p value=0.024). The greater number of years of experience in the psychiatric department, the better the nurses' attitude had toward substance abusers.

Table (1): Frequency distribution of the studied nurses regarding Personal data

Q	Items	Experimental group (n=67)		Control group (n=67)		χ^2	P
		No.	%	No.	%		
1	**Age**						
	Less than 25 years of age	6	9.0	10	14.9		
	From 25 to less than 35 years of age	39	58.2	40	59.7	1.654	0.437
	From 35 years of age or more	22	32.8	17	25.4		
2	**Sex**						
	Male	43	64.2	51	76.1	2.281	0.131
	Female	24	35.8	16	23.9		
3	**Academic Qualification**						
	Diploma of Nursing Technician	49	73.1	53	79.1		
	Bachelor of Nursing	15	22.4	10	14.9	1.339	$^{MC}p=$ 0.593
	Post graduate	3	4.5	4	6.0		
4	**Job**						
	Nurse	60	89.6	63	94.0	0.891	0.345
	Head Nurse	7	10.4	4	6.0		
5	**Marital status**						
	Single	8	11.9	6	9.0		
	Married	54	80.6	58	86.6		
	Widowed	4	6.0	2	3.0	2.973	$^{MC}p=$ 0.591
	Divorced	1	1.5	0	0.0		
	Separated	0	0.0	1	1.5		

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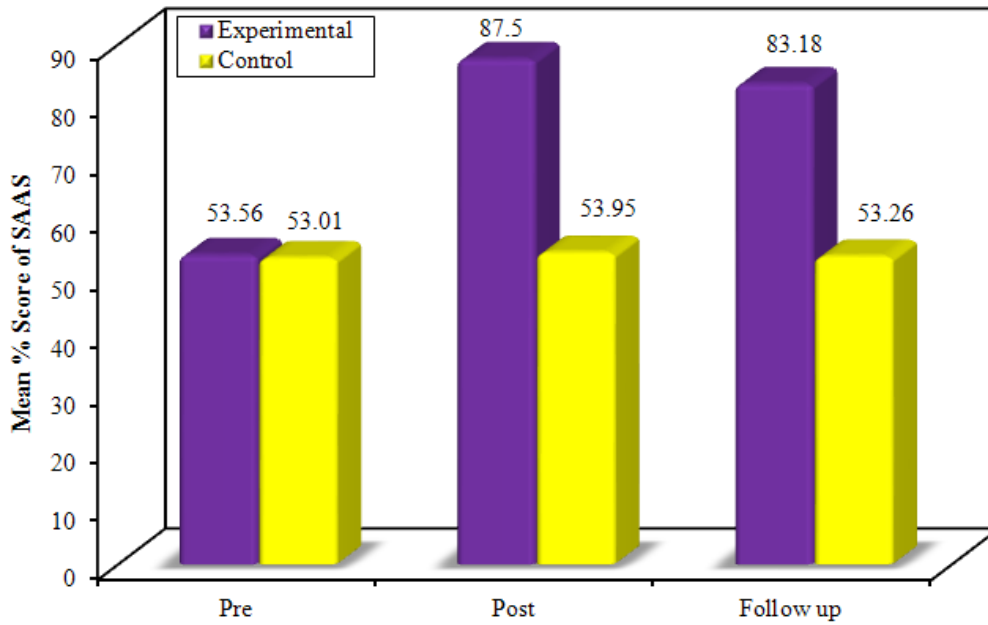

Figure (1): Comparison between both studied groups according to Mean Score of substance abuse attitude survey (SAAS)
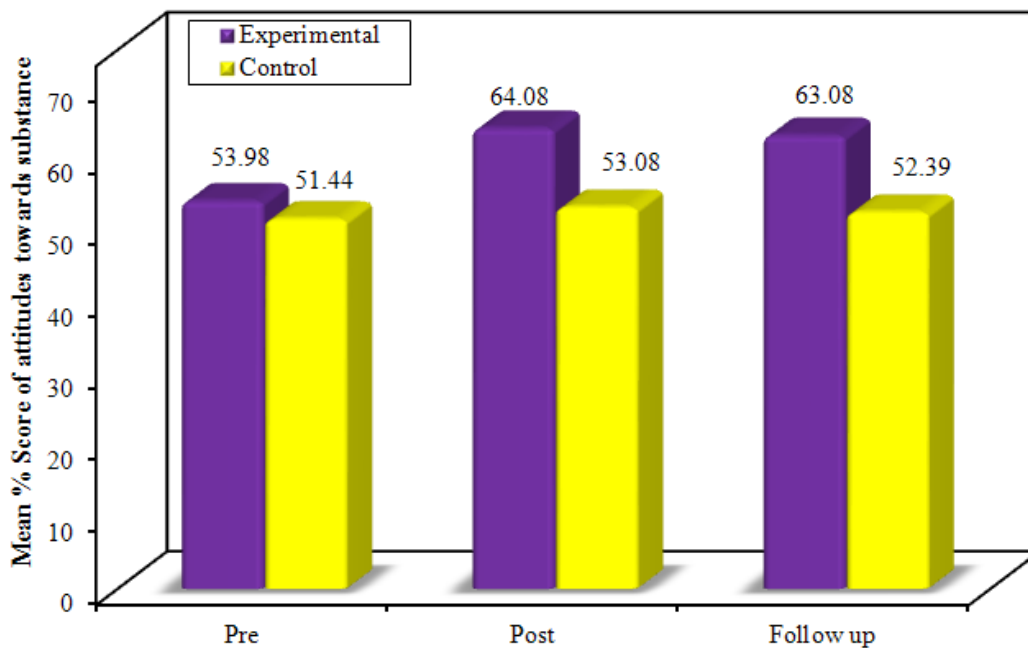

Figure (2):   Comparison between experimental and control groups according to Total Mean Score of nursing staff' attitudes towards substance abusers

Table (2): Relation between attitude and Socio-demographic aspects of nursing staff among the experimental group

Items	Overall attitude							
	Post				Follow up			
	Neutral attitude (n = 4)		Positive attitude (n = 63)		Neutral attitude (n = 9)		Positive attitude (n = 58)	
	No.	%	No.	%	No.	%	No.	%
Age								
Less than 25 years of age	3	75.0	3	4.8	3	33.3	3	5.2
From 25 to less than 35 years of age	1	25.0	38	60.3	5	55.6	34	58.6
From 35 years of age or more	0	0.0	22	34.9	1	11.1	21	36.2
$\chi^2(^{MC}p)$	11.523* (0.002*)				6.543* (0.027*)			
Sex								
Male	4	100.0	39	61.9	6	66.7	37	63.8
Female	0	0.0	24	38.1	3	33.3	21	36.2
$\chi^2(^{FE}p)$	2.374(0.288)				0.028 (1.000)			
Academic Qualification								
Diploma of Nursing Technician	3	75.0	46	73.0	5	55.6	44	75.9
Bachelor of Nursing	0	0.0	15	23.8	2	22.2	13	22.4
Post graduate	1	25.0	2	3.2	2	22.2	1	1.7
$\chi^2(^{MC}p)$	3.849 (0.196)				5.664*(0.034*)			
Job								
Nurse	4	100.0	56	88.9	7	77.8	53	91.4
Head Nurse	0	0.0	7	11.1	2	22.2	5	8.6
$\chi^2(^{FE}p)$	0.496 (1.000)				1.541 (0.235)			
Number of years of experience								
Less than 5 years	3	75.0	11	17.5	5	55.6	9	15.5
From 5 to less than 10 years	1	25.0	20	31.7	2	22.2	19	32.8
From 10 years and more	0	0.0	32	50.8	2	22.2	30	51.7
$\chi^2(^{MC}p)$	6.355*(0.019*)				6.330*(0.033*)			
Number of years of working in addiction department								
Less than 2 years	4	100.0	16	25.4	6	66.7	14	24.1
From 2 to less than 5 years	0	0.0	22	34.9	2	22.2	20	34.5
From 5 years and more	0	0.0	25	39.7	1	11.1	24	41.4
$\chi^2(^{MC}p)$	7.111*(0.006*)				6.031*(0.050*)			

Table (3): Multivariate Linear regression for overall attitude

Items	B	T	P	95% CI	
				LL	UL
Age	1.756	1.852	0.069	-0.139	3.651
Number of years of experience in psychiatric department	1.554	2.306*	0.024*	0.207	2.901
Number of years of working in the addiction department	0.868	1.533	0.130	-0.264	2.000
R^2=0.353, F = 11.447* , p <0.001*					

Discussion

As a general rule, nurses provide care for patients with substance related disorders throughout the lifespan and across the addiction trajectory – from the early onset of drug use of chronic disease management and recovery support **(Harling, 2019).** Nurses also are the forefront health care members working in close proximity to patients having substance use disorder. They remain the most important persons in providing care for these patients and they play the pivotal caregiving role for them. To do this important role, nurses need to have good knowledge, positive attitude and good caring behavior skills toward those patients. However, perceptions of discrimination and lack of caring behaviors on the part of nursing staff among patients undergoing treatment for substance related disorders constituted a significant predictor of whether the patients completed treatment or not **(Matthew, 2021)**.

The results of the present study had revealed that the majority of the studied nurses were males. The large number of male nurses compared to a minority of female nurses, from the researcher point of view, may be due to the need of male nurses in the addiction department in psychiatric hospitals as during intoxication phase, patients might be impulsive, rude or even aggressive. Other causes that could be related to Egypt and some countries in the Middle East are the stigma of psychiatric hospitals. Most female nurses do not like working in psychiatric hospitals due to the belief that psychiatrically ill patients are aggressive.

This finding was similar to the study done by **Abbas & AL- Juboori, (2017)** who revealed that the large numbers of nurses are males. This finding is in opposition with **Kibret et al., (2022)** who found that more than half of the studied nurses were females.

In relation to nurses' age, the present study has demonstrated that the majority of the studied samples were in the age group between 25 to less than 35 years. This may be due to the fact that this age is the age of working in wards and elder nurses have more administrative jobs. This finding was consistent with the study done by **Hughes, (2022)** who showed that the age group of the majority of the nurses in his study was between 26 to 35 years old. Moreover, the current result was contradicted with that of **Greene, (2020)** revealed that the median age of Participants was 49 years.

Concerning nurses' marital status, the present study revealed that the majority of nurses were

married. From the researchers' point of view, this may be due to the Egyptian social traditional encouragement for early marriage and the preference to marry an employee with a steady income. This finding supported by **Akinjola et al., (2020)** reported that the majority of the subjects were married. In contradiction with this result, **Dion & Griggs, (2020)** stated that a high percentage of the nurses had never been married.

Regarding nurses' academic qualification, the present study showed that the highest percentage were those of the nursing technical institute. From the researchers' point of view, this could be explained by the fact that males prefer nursing technical institute because they finish education after two years compared to four years of studying in the faculty of nursing and finally both get the same job. This result congruent with **Oluma & Abadiga, (2020)** found that the majority of nurses were those with a diploma and staff nurses. On the other hand, this result was inconsistent with **Kibret et al., (2022)** stated that the majority of the respondents have a BSc in nursing.

Concerning the relationship between the socio-demographic characteristics and attitudes among the study group, the present study revealed that there was a significant relation between the study group' nurses attitude and their age, years of experience in psychological field and years of working in the addiction department at immediate post intervention phase. On the same line**, Parel et al., (2018)** stated that nurses with more nursing experience or more exposure to hospitalized clients affected by tobacco use problems had more positive attitudes.

In contrast to this result, **Abuhammad et al., (2022)** found that Participants who had more contact and experience with SUD were more negative and discriminatory toward the users when compared to their peers with less experience.

The current findings indicated that the majority of the nurses in the study group and the control group had a negative or neutral attitude toward substance abuse and abusers in pretest phase. From the researchers' point of view, this might be due to the nurses' lack of educational status about substance use disorders and this deficiency could have an effect on their attitudes toward patients having drug abuse problems. This result also could be explained as nurses viewed these patients as irresponsible and the treatment of those patients was hopeless, as many of them would return to abusing after rehabilitation as some participants said. In addition, those patients waste medical resources and nurses' times.

The current findings were similar to the study done by **Nagar & El shahat, (2020)** found that thirty percent of nurses had a negative attitude toward addicts in pre intervention phase. In addition, this result is consistent with **Fuehrlein et al., (2022)** showed that, participants held predominantly negative attitude toward those with SUDs prior to the educational module.

The implementation of the current program led to significant improvement in the nurses' attitude in both posttest and follow up phase for the study group compared to control group. Thus, by the end of the program, the majority of the nurses in the study group had a positive attitude toward substance related disorder patients, which points to the effectiveness of the pscho-educational program in achieving its first objective.

The current findings were similar to the study done by **O'Reilly (2020)** found that the online substance use disorder education program

was effective in increasing knowledge and confidence in registered nurses as well as improving their attitude toward individuals with substance use disorder. In this respect, **Nagar & El shahat (2020)** revealed that the participant's positive attitude toward addicts has increased in the post intervention representing nearly half of the sample compared with only one third in the pre intervention phase. In contrast to the current result, **Betty, (2020)** in the study found that the nurses had negative attitudes toward patients with SUD and there was no improvement in nurses' attitude after implementation of the training program. Moreover, this result is incongruent with **Clarke et al., (2019)** assessed the impact of skilled based educational intervention on nurses' attitudes and practice towards patients with alcohol and drug use problem and reported that there were no significant differences between both groups on attitudinal measures after implementation of the program.

The current study demonstrated that the most independent factor affecting nurses attitude toward substance abusers was years of experience in the psychiatric department. This result is inconsistent with **Abuhammad et al., (2022)** reported that the predictor variables age, gender and previous experience caring for a person with SUD had a significant correlation with attitudes. SUD had a significant partial effect.

Conclusion

The psycho-educational program has a positive effect on the nursing staff attitudes towards patients having substance related disorders. Moreover, there is a strong positive relation between the nursing staff' attitudes and their age, years of experience in the psychiatric field and years of working in the addiction department.

Recommendations

1- Training and education programs on attitudes should be offered to nurses at suitable times, taking into consideration their working shifts, and asking nurses about the topics they wish to know more about.

2- Providing up-to-date psycho-educational programs on regular basis for nurses' dealing with SUD patients especially about attitudes and caring skills.

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تأثير برنامج تعليمى نفسي على اتجاهات هيئة التمريض تجاه مرضى اضطرابات تعاطي المواد المخدرة

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أصبح اضطراب تعاطي المواد المخدرة من أهم المشاكل الاجتماعية ليس فقط في العالم العربي ولكن أيضًا في العالم بأسره؛ وتعد الممرضة واحدة من أهم المصادر التي تساعد على التخفيف من هذا الوباء لأنهم يمثلون أكبر مجموعة من المتخصصين في الرعاية الصحية. لذلك هدفت الدراسة الى تقييم تأثير برنامج تعليمي نفسي على اتجاهات هيئة التمريض تجاه مرضى اضطرابات تعاطى المواد المخدرة. وأجريت هذه الدراسة بمستشفى بنها للصحة العقلية وعلاج الإدمان. تم استخدام التصميم شبه التجريبي في هذه الدراسة لتحقيق هدف الدراسة وفرضية البحث. وتتكون عينة الدراسة من 130ممرضة / ممرض وتم تقسيمهم الى مجموعتين متساويتين بحيث تتكون كل مجموعة من 67 ممرضة / ممرض. وكشفت النتائج إلى أن غالبية التمريض كان لديهم موقف سلبي أو محايد تجاه هؤلاء المرضى في مرحلة ما قبل الاختبار. ولكن بنهاية البرنامج، كان لدى غالبية التمريض موقف إيجابي تجاه هؤلاء المرضى في كل من مرحلتي الاختبار اللاحق والمتابعة. وأوصت الدراسة الحالية بما يلي: يجب تقديم برامج التدريب والتعليم حول اتجاهات ومهارات سلوك الرعاية للتمريض في الأوقات المناسبة، مع مراعاة مواعيد عملهم، وسؤال الممرضات عن الموضوعات التي يرغبون في معرفة المزيد عنها. كما اوصت الدراسة بتشجع سياسات المستشفى التمريض على حضور برامج تدريبية حول القضايا الصحية الجديدة واتجاهاتها المتعلقة بـاضطراب تعاطى المواد المخدرة.