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ADHD MEDICATION PROTOCOLS IN THE COLLEGE SETTING: A STANDARDIZED STUDENT PROVIDER AGREEMENT

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• I declare that there are no relationships, conditions, or circumstances that present a conflict of interest relevant to the content of this presentation.
INTRODUCTION — PROBLEM

• Diversion of stimulant medication is a problem amongst college-age adolescents.

• Nurse Practitioners (NPs) at a northeastern liberal arts college find current protocol for stimulant use lacking.
• 58.9% of students with a prescription for stimulants report having diverted their medication at least once in their life (Schultz et al, 2017).

• Over 50% of students who admitted to ever using stimulants without a prescription identified college as the first time they used (Bavarian et al, 2013).
RATIONALE

• Diversion and misuse of stimulant medication is a problem on college campuses.

• The NPs at Student Health Center perceive the need for a better protocol and agreement process so expectations surrounding the use of stimulants are clear between the NP and the student.
PURPOSE & AIMS

- Increase knowledge and comfort of NPs in regards to proper monitoring of students with current stimulant prescriptions.
- Create revised Student Provider Agreement regarding stimulant monitoring based on existing models from other colleges and universities.
METHODS — CONTEXT

• NPs are dissatisfied with current student provider agreement and protocol.
• NPs also identify the need for provider education and student education surrounding ADHD.
INTERVENTIONS

• Continuing education session for NPs
• Created a revised Student Provider Agreement
• Created student education resources that reflects current guidelines.
STUDY OF THE INTERVENTIONS

• Pretest and posttest surveys
• Iterative process of revised version of ADHD Student Provider Agreement
MEASURES + ANALYSIS

- Analysis of pretest and posttest survey results
- Ongoing analysis of content through discussion and feedback
- ADHD Student Provider Agreement formally accepted by Student Health Center
• Project deemed “Not Research” by UVM IRB.
• Survey results were kept confidential and not shared with NP supervisors.
• NPs were incorporated as key participants in the evidence-based practice change.
RESULTS – NP PARTICIPANTS

- 100% participation in continuing education session
- 19% increase in opinion that diversion is an issue
- 38% increase in confidence in Student Provider Agreement
RESULTS

• Iterative process of protocol development and revision incorporating NP feedback.
• Revised Student Provider Agreement approved by Director
• Student Provider Agreement implementation – Fall 2018
DISCUSSION

• Increased knowledge and comfort for NPs in stimulant therapy management
• Creation of educational resources for students.
• Formalized protocol that has been developed with Student Health Center NPs.
INTERPRETATION

• ADHD Student Provider Agreement document established expectations
• Fostered relationship between college and the University of Vermont College of Nursing & Health Sciences
LIMITATIONS

• Limited evidence available exploring relationship between student provider agreements and ADHD medication

• Unable to measure student outcomes post-implementation of ADHD Student Provider Agreement.
CONCLUSIONS

- Usefulness
- Sustainability
- Potential for spread to other contexts
- Implications for practice & further study
NEXT STEPS

• Implementation of ADHD Student Provider Agreement
• Analysis of efficacy of ADHD Student Provider Agreement on predetermined outcomes
• Refinement of content of ADHD Student Provider Agreement
