

Summer 2012

RxP Project: Prescription Privileges for Psychologists: Perceptions, Knowledge and Attitude Change of Oregon Psychologists

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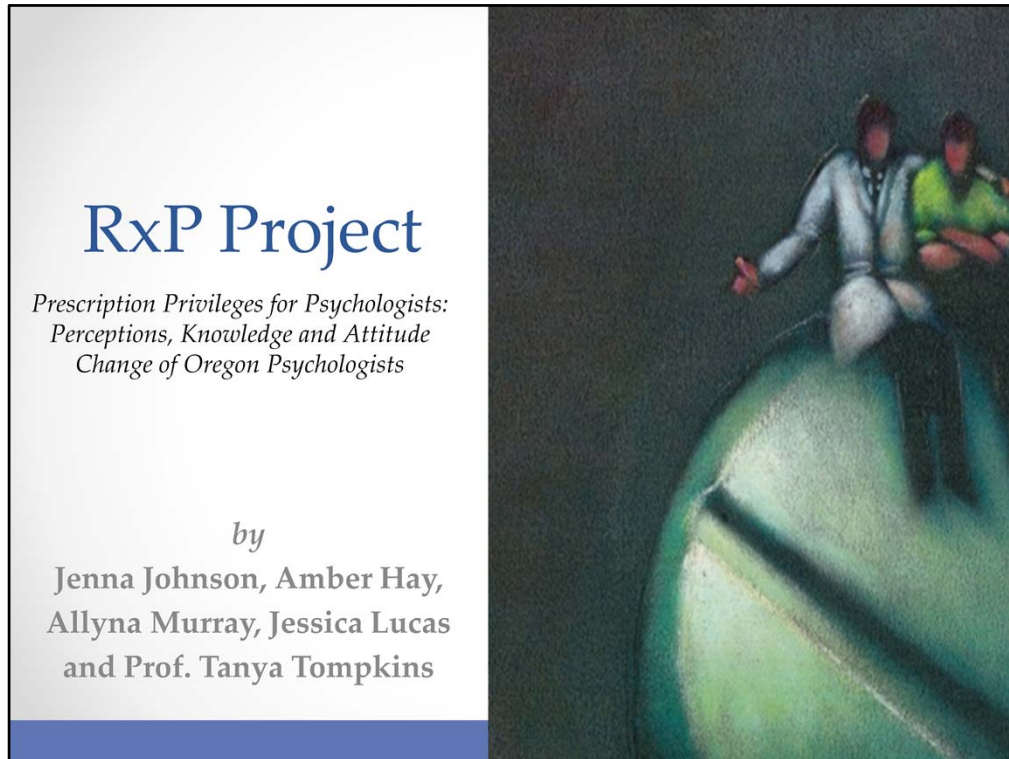
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Personal introductions, Jenna start presentation

Jenna– Speak a bit about how you got involved, how long you’ve been involved, etc. (how this project has been passed along by different students).

Amber-Recently involved, it’s been a great opportunity, learned a ton

In case, there are some of you who were not present for Dr. Tompkins lecture a few weeks ago, RxP refers to the ongoing debate about whether legislation should be passed that would allow psychologists to obtain additional training in order to prescribe medications (without going through the medical training that psychiatrists go through).

Overview

- Purpose
- Method
- Recruitment process
- Sample
- Results
- Implications
- Future of study

Jenna will go over this

Purpose

In response to Oregon's veto of a bill that would have made it the 3rd state to allow RxP...

Experimental survey assessing what psychologists:

1. **Think and know about the issue**
(perceived *and* actual knowledge)
2. **Whether attitudes shift in response to exposure to relevant data**
(e.g., access, training costs, legislative efforts)

Jenna

Perhaps noting here that legislative bodies led to believe that ALL psychologists support and it is a simple turf issue... usually very few individuals involved in legislative efforts (first question... what do they think and know about the issue)

Past surveys have tended to ask the question about whether psychologists are in favor or in opposition of expanding scope of practice; however, it is unclear to what degree these may be well-informed views and/or to what degree individuals may be answering the question with a very different sense of what the training ought to entail (a few weekends and a certificate vs. attend medical school)

Method

- Online survey via SurveyMonkey
- Psychologists contacted by phone and/or email
 - Contact information obtained from Oregon Board of Psychologist Examiners (OBPE)
- Participants assigned to either:
 - Control
 - Education

Participant contact information AMBER's SLIDE

Asked questions about their knowledge of training, costs, states that currently allow psychologists to prescribe, APA model, and their opinions on the potential benefits/harm that could come from granting prescriptive authority.

#1 Consent Form

#3 Familiarity & knowledge

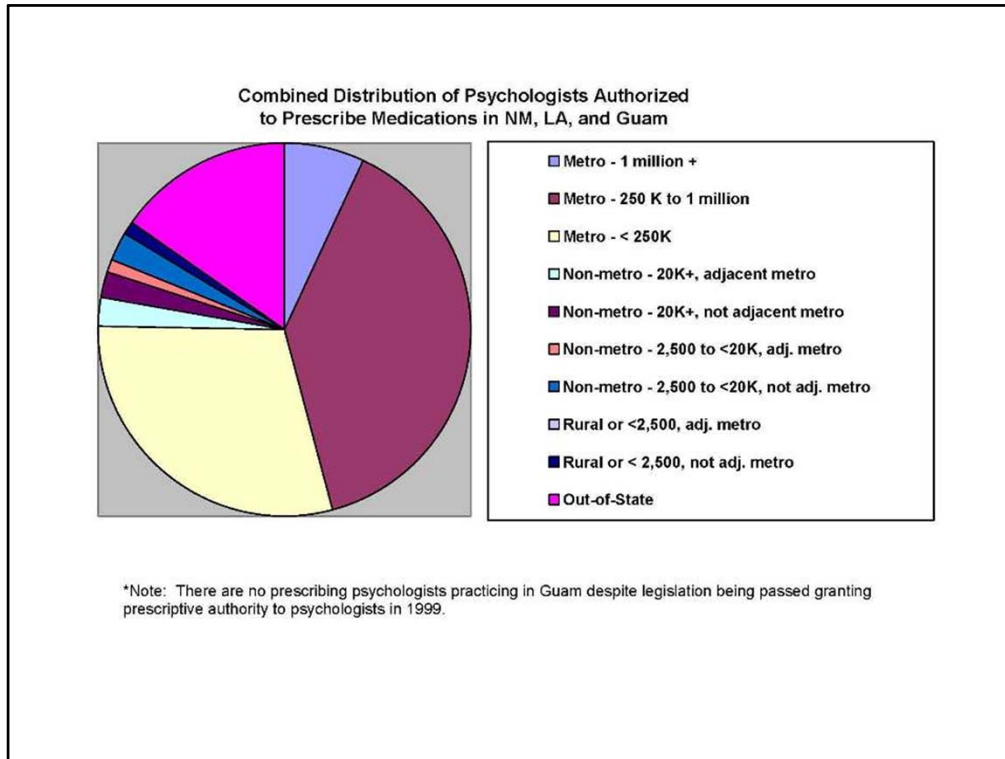
#4 General views & training

#5 Advocacy

#6 Reasons for and against prescription privileges

#7 Demographic Information

Education has additional information & then the same questions after



Jenna

Education – after answering survey items were presented with information about APA training model (typical cost, length, etc.), information about where NM and La prescribing psychologists are practicing, and legislation efforts (not pretty map though – matrix)

Table 4 Comparison of training curricula

PDP			FDU			AIU		
Course	Hours	Totals	Course	Hours	Totals	Course	Hours	Totals
<i>Anatomy/Physiology/Pathophysiology</i>								
Anatomy	48					Physical Assessment	36	
Clinical Medicine	121					Clinical Medicine/ Pathophysiology	60	
Physiology	39		Biological Foundations I	45				
Pathophysiology	60	268	Biological Foundations II	45	90	Neuroanatomy/ Neuropathology	36	132
<i>Biochemistry/Neuroscience</i>								
Biochemistry	57					Clinical Biochemistry	24	
Neurosciences	54	111	Neuroscience	45	45	Neurochemistry	24	
						Neurophysiology	24	72
<i>Clinical Concepts</i>								
Introduction to Primary Care	56					Introduction to the Psychological Model	12	
Clinical Concepts	100	156	Professional Issues	45	45	Pharmacotherapeutics	36	48
<i>Pharmacology/Psychopharmacology</i>								
			Neuropharmacology	45				
			Clinical Pharmacology	45		Pharmacology	30	
			Affective Disorders	45		Clinical Pharmacology	30	
Pharmacology	83		Psychotic Disorders	45		Psychopharmacology	48	
Clinical	21		Anxiety Disorders	45		Special Populations	60	
Pharmacology								
Psychopharmacology	21	125	Other Disorders	45	270	Chemical Dependence	12	180
<i>Global</i>								
PEP Course							18	18

Abbreviations: AIU, Alliant International University; FDU, Fairleigh Dickinson University; PDP, Psychopharmacology Demonstration Project; PEP, Psychopharmacology Examination for Psychologists.

Matrix Showing History of Legislative Efforts Toward Prescriptive Authority for Psychologists Since 1995

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Alaska					X	X										
Arizona								A	A						X	X
California	X	X	X	X		X							X	X		
Connecticut							X				X	X				
Florida			X	X				X								
Georgia				X	X	X	X	X	X	C	X	X				
Guam					@											
Hawaii		X	X	X			X	X	X		Z	J	B	X	C	J
Illinois					X	X	X	X	X	X	X		X		X	X
Louisiana			Z		Y		X			@						
Maine									A	X						
Missouri		X	X	Z	X	X	X				X	X	X	Z	X	
Mississippi													X	X	X	X
Montana	X												Z		X	
Nebraska								~								
New Hampshire									X	X	X**					
New Mexico							H	@			J					
North Dakota															X	
Oklahoma										S						
Oregon									X		X		X		C	B
Tennessee			X	X	X	X	X	X	X	C	X	X	X	X	X	
Texas							X		X						X	
Wisconsin	~														A	
Wyoming									Z		X					
Virgin Islands													X			A

A = Bill in current legislative session
 X = Legislation introduced; died in committee
 J = Legislation passed House; died in Senate committee
 H = Legislation passed House; died on the Senate floor
 S = Legislation passed Senate; died in House committee
 B = Legislation passed House; passed Senate; vetoed by Governor
 Z = Legislation approved by one committee; bill either died or defeated on floor
 Y = Legislation approved by committees in both chambers; never considered on either floor
 C = Legislation carryover to next regular legislative session
 ~ = Legislative proposal presented to interim committee; eventually withdrawn
 ~ = Legislative proposal was "floated" by a state agency; eventually halted
 @ = Legislation passed and signed by the Governor
 ** = Precursor bill

Survey Items

All items were borrowed directly or adapted from prior research.

For each of the following 17 items choose the response that best reflects your opinion. Granting prescription privileges to psychologists...

... will better serve underserved (e.g., rural) populations.

(Kubiszyn & Carlson, 1995)

... will damage relations with psychiatry.

(Sammons et al., 2000)

Jenna

Tracking Methods

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
ID	First Set	FIRST	LAST	Email		PHONE	RA	Date of Contact	Email or Phone (E or P)	Agreed (Y or N)	Date data logged if did NOT agree	Assigned to Condition (C or E)	Date email sent if DID agree	Date reminder made	Date 2nd reminder made	
9005																
9006	X					asked to call back 6/18	Alison/Jessica	6/10/2012	P, left voicemail							
9007																
9008	X					asked to call back 6/18	Alison	6/10/2012	P, left voicemail	N						
9009	X					email only	Alison/Jessica	6/6/2012	P, left voicemail							
9010																
9011	X						Alison/Jessica	6/10/2012	P, left voicemail							
9012																
9013	X						Alison/Jessica	6/6/2012	P, left voicemail							
9014	X															
9015																
9016	X						Alison	6/6/2012	P	Y		C	6/6/2012			
9017																
9018	X					missed	Alison	6/6/2012	P	N						
9019																
9020																
9021																
9022	X					unreachable	Alison									
9023	X					missed	Alison	6/6/2012	P, left voicemail	N						
9024	X					didn't leave demographics	Alison	6/6/2012	P, left voicemail	N						
9025	X					didn't leave demographics	Alison/Jenna	6/6/2012	P, left voicemail	Y						
9026	X					didn't leave demographics	Alison/Jessica	6/6/2012	P, left voicemail							
9027						used to replace										
9028	X					no longer work 2 there	Alison/Jenna	6/6/2012	P, no voicemail							
9029						Replacement for 9028	Alpha	7/9/2012	P							
9030						Replacement for 9028	Alpha									
9031						didn't leave demographics	Alison/Jenna	6/6/2012	P, left voicemail							
9032	X					Replacement for 9028	Alison	6/6/2012	P, left voicemail							
9033	X					Out until the 31st of July	Alison/Jenna	6/6/2012	P, left voicemail							
9034																
9035	X					didn't leave demographics	Alison	6/6/2012	P, left voicemail	N						
9036																
9037	X					missed	Alison	6/6/2012	P	N						

Complicated and tedious process

Amber- Each one of us has had to keep meticulous notes on each person we've contacted. This is our main data spreadsheet that we have been using to keep track of each person. As you can see it is quite extensive. Each color represents something different (declined, in progress, completed survey, unassigned, unreachable, etc.). And for each person, there is a lot of information including the dates of contact, notes on if voicemails were left, additional contact information, etc..

We've used Catfiles to store our documents. At the beginning of the summer when all 5 of us were working on the sheet, it was getting quite complicated as if more than one person had it out, someone's updated information could be deleted. Lots of communication. Jenna came up with a fabulous idea of using skype chat to keep each other informed of who had the tracking sheet downloaded. This worked fantastically!

We've had many setbacks and issues with SPSS, our statistics program. But things are back on track. Jenna will provide you with some of our findings.

Current Sample

330 licensed Oregon psychologists

- 170 males, 154 females, 1 transgendered
 - 5 did not report gender
- Mean age of 54.78 years ($SD = 10.54$, range from 32-86 years)
- Predominantly Caucasian (94.4%)

Amber

OF ALL CONTACTED :

Significantly more male participants than females

No significant differences between groups for reported:

age

years in practice

Current Sample

Of the 876 participants contacted thus far...

Control (n = 166)

Education (n = 164)

Declined or unreachable (n = 404)

In-progress (n = 142)

Preliminary response rate: 48%*

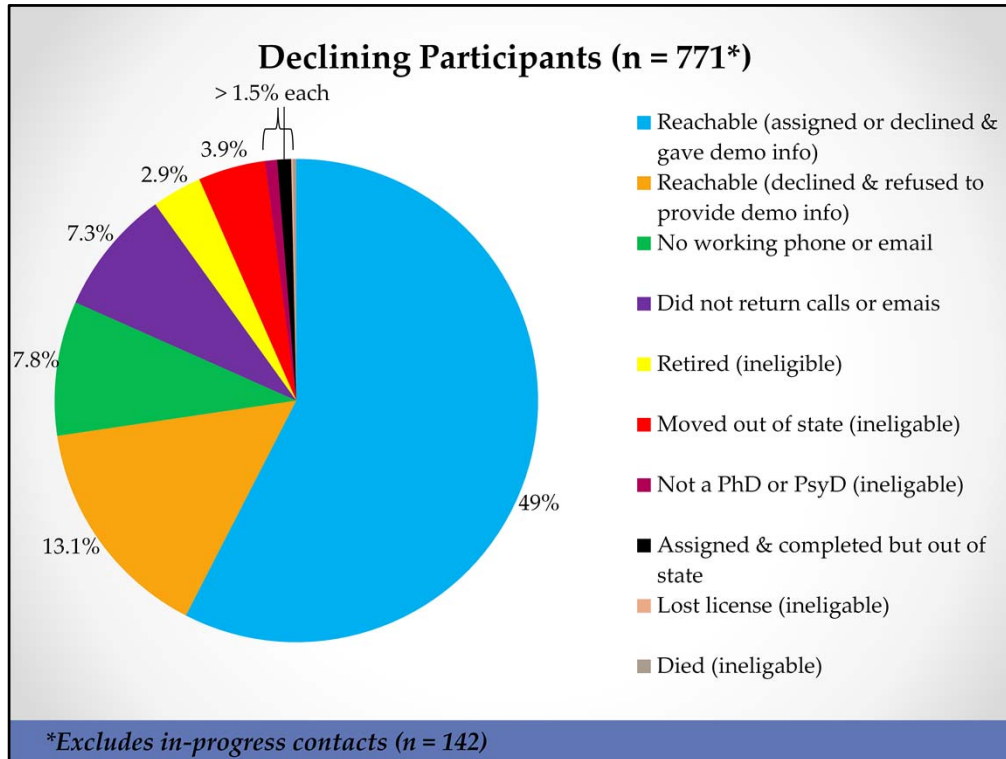
**Excludes in-progress contacts (n = 142)*

Jenna

These N's for completed control and education.

In progress = contacted at least once, may or may not be assigned condition yet

Response rate is respectable compared to similar prior studies which yielded response rates of *****NEED TO ADD CITATIONS & PERCENTAGES*****



Slide of Assigned AND declined participants; excluding in progress contacts;
 We documented many reasons why participants declined
 There were a select few (1.4%) of assigned participants who after completed, we found out lived out of state.

Preliminary Results

Of the completed surveys thus far...

- **67.4%** unfamiliar with DoD training model;
62.3% unfamiliar with APA model
- Only **6.4%** knew the three prescribing states/territories in US
- **4.6%** knew the three APA psychopharm training program prerequisites

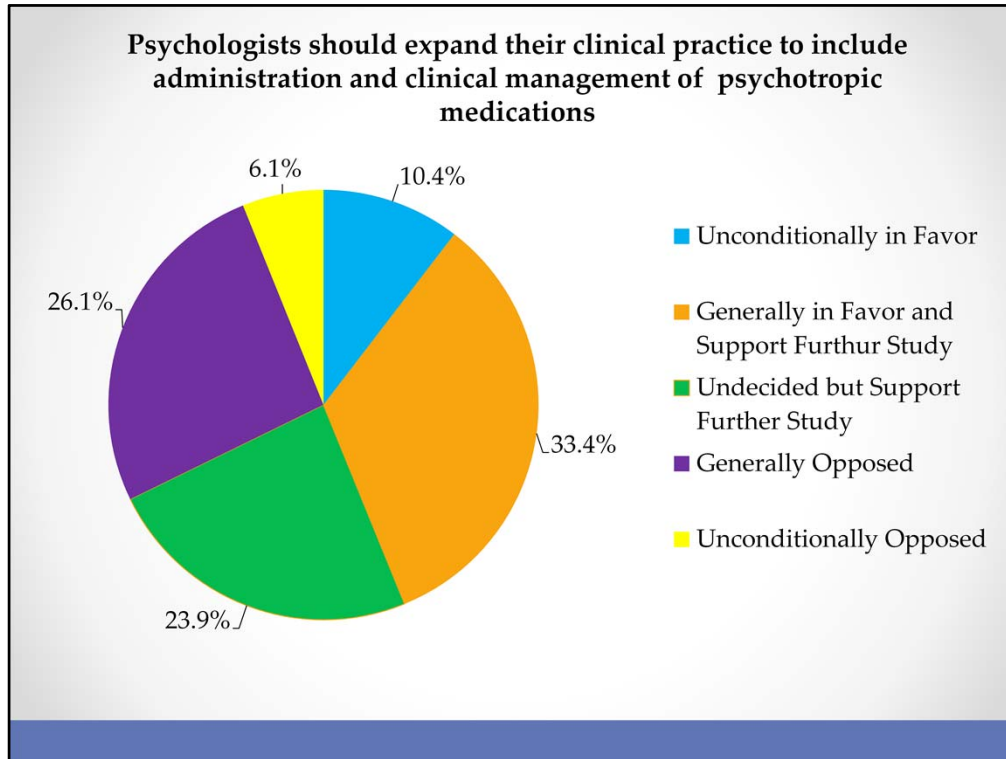
Jenna

Control & pre education –General percentages of those in favor & opposed

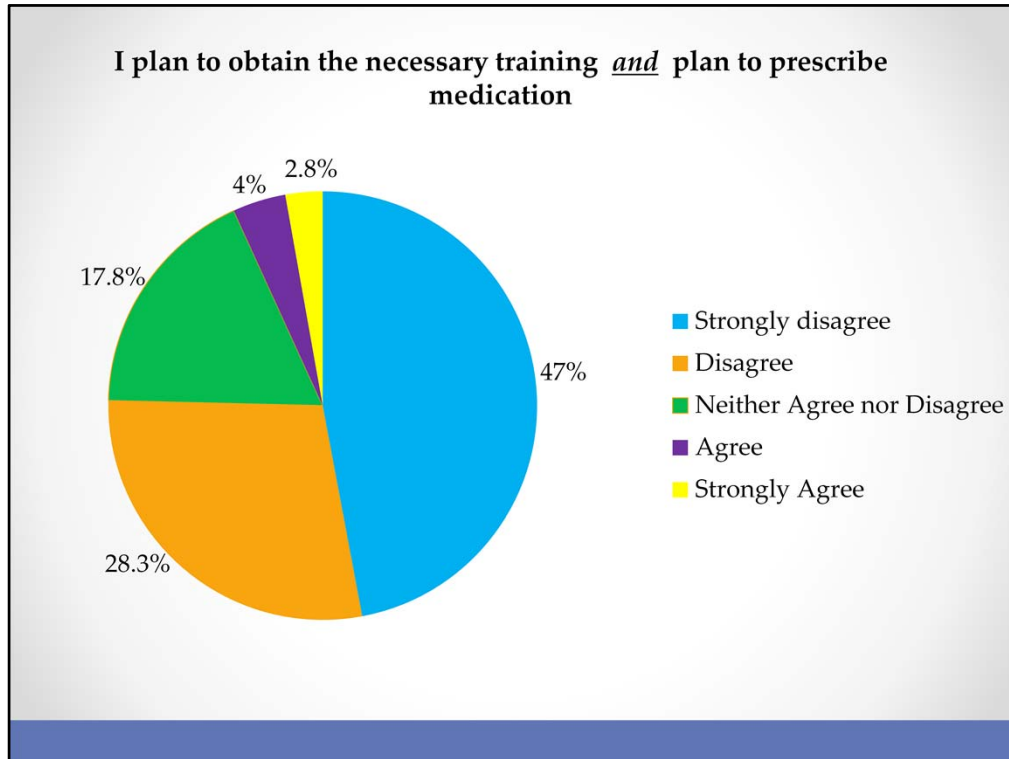
How accurate is perceived knowledge?

Post education-significant differences in opinion?

Knowledge increased?



Jenna



Jenna

What's left?

- Finish data collection
- Run additional analyses – does education matter in changing specific or general attitudes?
- Incorporate findings in a psychology seminar course fall semester
- Write and submit manuscript
- Present findings the American Psychological Association (APA) conference next summer (*tentative*)

Amber –We're still calling some people and collecting surveys

Potential Implications

- Inform legislative efforts
- Serve as an education tool for practicing psychologists
- Encourage more meaningful and educated discourse

Amber