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

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RxP Project

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

by
Jenna Johnson, Amber Hay,
Allyna Murray, Jessica Lucas
and Prof. Tanya Tompkins

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
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

Asking 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)

*Note: There are no prescribing psychologists practicing in Guam despite legislation being passed granting prescriptive authority to psychologists in 1999.*
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Abbreviations: AIU, Allian International University; FDU, Fairleigh Dickinson University; PDP, Psychopharmacology Demonstration Project; PEP, Psychopharmacology Examination for Psychologists.
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- **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
- **B** = Legislation passed Senate; died in House committee
- **G** = Legislation passed Senate; passed House; 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
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
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.
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.
Jenna
Control & pre education – General percentages of those in favor & opposed
How accurate is perceived knowledge?
Post education - significant differences in opinion?
Knowledge increased?

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
Psychologists should expand their clinical practice to include administration and clinical management of psychotropic medications

- 26.1% Unconditionally in Favor
- 6.1% Generally in Favor and Support Further Study
- 10.4% Undecided but Support Further Study
- 23.9% Generally Opposed
- 33.4% Unconditionally Opposed

Jenna
I plan to obtain the necessary training and plan to prescribe medication

- Strongly disagree: 47%
- Disagree: 28.3%
- Neither Agree nor Disagree: 17.8%
- Agree: 4%
- Strongly Agree: 2.8%

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