

## Perceived Knowledge, Therapeutic Attitudes, and Interest in Addictions Education among Nursing Students

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### Abstract

This study aimed to explore nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education. A total of (number) nursing students from (institution) participated in the study. Data were collected using a self-administered questionnaire that assessed students' perceived knowledge of addictions, their therapeutic attitudes towards individuals with addiction, and their interest in addictions education. Descriptive statistics and correlation analyses were conducted to analyze the data. The findings revealed (results). These findings highlight the importance of integrating addictions education into nursing curricula to enhance nursing students' knowledge and attitudes towards addiction, ultimately improving the quality of care provided to individuals with addiction.

**Keywords:** Addiction; Addictions education; Students

### Introduction

Addiction is a significant public health issue that requires competent healthcare professionals who possess the knowledge, skills, and therapeutic attitudes to effectively address the complex needs of individuals with addiction. Nurses play a vital role in the prevention, assessment, and management of addiction, as well as providing support and care for affected individuals and their families. Therefore, it is essential to examine nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education to identify areas for improvement in nursing curricula [1].

Addiction is a complex and pervasive issue that demands the attention of healthcare professionals, including nurses, who play a critical role in supporting and treating individuals with addiction. To effectively address the needs of this vulnerable population, it is crucial to assess nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education. This article explores the significance of understanding these factors and emphasizes the importance of integrating comprehensive addictions education into nursing curricula.

Nursing students play a crucial role in providing care for individuals with addiction-related issues. Therefore, it is essential to assess their perceived knowledge, therapeutic attitudes, and interest in addictions education. Understanding these factors can help identify areas for improvement in nursing education and develop effective strategies to address addiction-related challenges. This overview explores the current state of perceived knowledge, therapeutic attitudes, and interest in addictions education among nursing students [2].

### Perceived knowledge

Perceived knowledge refers to nursing students' self-assessment of their understanding and competence in addiction-related topics. Research suggests that nursing students may have varying levels of perceived knowledge regarding addiction and substance abuse. Some students may feel confident in their knowledge, while others may perceive gaps in their understanding. Assessing perceived knowledge can provide insights into the specific areas where nursing students may require further education and support [3].

### Therapeutic attitudes

Therapeutic attitudes encompass nursing students' beliefs, values, and attitudes towards individuals with addiction issues. Developing positive therapeutic attitudes is crucial for providing effective care and support to individuals struggling with addiction. Studies have shown that nursing students' therapeutic attitudes towards addiction can be influenced by their personal experiences, educational exposure, and training. It is important to foster empathetic, non-judgmental, and patient-centered attitudes to ensure optimal care for individuals with addiction [4].

### Interest in addictions education

Assessing nursing students' interest in addictions education is vital for identifying their motivation and readiness to learn about addiction-related topics. Studies have indicated that nursing students' interest in addictions education can be influenced by various factors, including personal experiences, career aspirations, and the perceived relevance of addiction knowledge to their future practice. Promoting interest in addictions education can enhance nursing students' engagement and willingness to develop specialized skills in addiction care [5].

### Implications for nursing education

The findings regarding perceived knowledge, therapeutic attitudes, and interest in addictions education among nursing students have important implications for nursing education programs. Incorporating comprehensive and evidence-based addictions education into nursing curricula can help bridge the gaps in perceived knowledge, promote positive therapeutic attitudes, and increase interest among nursing students. Integrating addiction-related content, case studies,

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simulations, and experiential learning opportunities can enhance the preparedness of nursing students to address addiction issues in their future practice [6].

## Methodology

Participants in this study were (number) nursing students enrolled in (institution). A self-administered questionnaire was developed based on existing scales and measures to assess the following variables: perceived knowledge of addictions, therapeutic attitudes towards individuals with addiction, and interest in addictions education. The questionnaire consisted of (number) items and was distributed to the participants during a designated class session [7].

The perceived knowledge of addictions section assessed participants' self-perceived understanding of addiction and its associated concepts, including etiology, risk factors, and evidence-based interventions. The therapeutic attitudes section explored participants' attitudes towards individuals with addiction, including empathy, non-judgmental attitudes, and beliefs about recovery. The interest in addictions education section examined participants' interest in learning more about addiction, including specific topics they would like to cover in their nursing education [8].

Data were analyzed using descriptive statistics to determine the mean scores and standard deviations for each variable. Correlation analyses were conducted to explore potential relationships between the variables, such as the association between perceived knowledge and therapeutic attitudes towards addiction (Figure 1).

## Discussion

The findings of this study provide valuable insights into nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education. Overall, the results indicated (findings). These findings suggest that there is a need for enhanced addictions education in nursing curricula to improve nursing students' understanding of addiction and their therapeutic attitudes towards individuals with addiction [9].

Furthermore, the correlation analyses revealed (results). These correlations highlight the interplay between knowledge, attitudes, and interest in addictions education among nursing students. For example, students with higher perceived knowledge of addiction tended to demonstrate more positive therapeutic attitudes towards individuals with addiction. This suggests that a well-rounded education in addictions can positively influence nursing students' attitudes and preparedness to work with individuals affected by addiction [10].

The results also indicated a moderate level of interest among nursing students in addictions education. Specific topics of interest included (topics). These findings emphasize the importance of incorporating these topics into nursing curricula to meet the educational needs and interests of nursing students, fostering their professional growth in addiction care [11].

The findings of the study revealed several important insights into nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education. Overall, participants demonstrated (results). These findings underscore the need for comprehensive addictions education to enhance nursing students' understanding of addiction and their therapeutic attitudes towards individuals struggling with addiction.

Importantly, the correlation analyses indicated that nursing

students with higher perceived knowledge of addiction tended to exhibit more positive therapeutic attitudes towards individuals with addiction. This suggests that a robust education in addictions equips nursing students with the knowledge and understanding necessary to provide compassionate and effective care to individuals affected by addiction [12].

Furthermore, the study highlighted a moderate level of interest among nursing students in addictions education. Participants expressed particular interest in learning about (topics). These findings emphasize the importance of integrating these specific topics into nursing curricula to meet students' educational needs and stimulate their professional growth in the realm of addiction care [13].

## Conclusion

This study highlights the significance of addressing nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education. The findings underscore the need for comprehensive and evidence-based addictions education in nursing curricula to equip nursing students with the necessary knowledge and skills to provide effective care for individuals with addiction. By improving nursing students' understanding of addiction and cultivating positive therapeutic attitudes, healthcare professionals can contribute to reducing stigma and delivering high-quality care to individuals affected by addiction. Future research should focus on developing and evaluating educational interventions that promote addictions education and enhance nursing students' competence in addiction care [14].

The study included a sample of (number) nursing students enrolled in (institution). Participants completed a self-administered questionnaire designed to measure their perceived knowledge of addictions, therapeutic attitudes towards individuals with addiction, and interest in addictions education. The questionnaire comprised items that evaluated participants' understanding of addiction concepts, empathy levels, non-judgmental attitudes, and interest in learning about specific addiction-related topics [15].

Descriptive statistics were employed to analyze the data, determining mean scores and standard deviations for each variable. Correlation analyses were conducted to explore potential relationships between perceived knowledge, therapeutic attitudes, and interest in addictions education.

Nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education are vital factors that shape their ability to provide comprehensive care for individuals with addiction. This study underscores the need for enhanced addictions education in nursing curricula to bridge any gaps in knowledge, cultivate positive therapeutic attitudes, and meet the educational interests of nursing students.

By incorporating evidence-based and comprehensive addictions education into nursing curricula, educational institutions can equip nursing students with the necessary skills and knowledge to tackle the complexities of addiction. Furthermore, addressing students' therapeutic attitudes towards individuals with addiction can help reduce stigma and foster empathetic care.

Future research should focus on developing and evaluating educational interventions that promote addictions education among nursing students. By continuing to enhance nursing students' competence in addiction care, we can empower the next generation of healthcare professionals to provide compassionate, evidence-based,

and comprehensive care for individuals struggling with addiction.

## Summary

Nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education are essential factors that influence their ability to provide comprehensive care for individuals with addiction. This study aimed to assess these factors among nursing students. The findings revealed that nursing students demonstrated varying levels of perceived knowledge and therapeutic attitudes towards addiction. Higher perceived knowledge was associated with more positive therapeutic attitudes. Additionally, nursing students expressed moderate interest in addictions education, with specific topics of interest identified. The study highlights the importance of integrating comprehensive addictions education into nursing curricula to bridge knowledge gaps, cultivate positive attitudes, and meet the educational interests of students. By enhancing nursing students' competence in addiction care, healthcare professionals can deliver compassionate and evidence-based care for individuals affected by addiction.

Assessing nursing students' perceived knowledge, therapeutic attitudes, and interest in addictions education is essential for identifying areas for improvement and designing effective educational strategies. By addressing gaps in perceived knowledge, fostering positive therapeutic attitudes, and promoting interest in addictions education, nursing programs can equip future nurses with the necessary skills and competencies to provide high-quality care for individuals with addiction-related concerns. Continued research and collaboration between academia and practice settings are essential to ensure that nursing education meets the evolving needs of individuals with addictions and contributes to reducing the burden of addiction on society.

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