



Building Proficiency in SBIRT through “hands-on” Teamwork

St. John Fisher College SBIRT Team presenting today:

- Kathleen C. Plum, PhD, RN, NPP Faculty, Wegmans School of Nursing (Nur Dept)
- Caroline Critchlow, EdD, SDA, SAS Asst. Dean, Wegmans School of Nursing (Nur & MHC)
- Gail Begley, MS, LMHC, CPRP, CASAC2 Faculty, Wegmans School of Nursing (MHC Dept)
- Anthony Corigliano, MS, RPh Faculty, Wegmans School of Pharmacy
- Henry Moscicki, DNP, FNP-C, MAPM Faculty, Wegmans School of Nursing (Nur Dept)
- Rosemary Shanahan, BS, RN Student, Wegmans School of Nursing (Nur Dept)



Faculty Disclosure

The presenters of this session have NOT had any relevant financial relationships during the past 12 months.

Conference Resources

Slides and handouts shared in advance by our Conference Presenters are available on the CFHA website at http://www.cfha.net/?page=Resources_2018



Slides and handouts are also available on the mobile app.



Learning Objectives

At the conclusion of this session, the participant will be able to:

- Implement a variety of experiential teaching strategies for increasing SBIRT competency/proficiency with greater fidelity and cultural sensitivity
- Identify opportunities for interprofessional team collaboration that prevent/address the problematic use and abuse of opioid drugs
- Evaluate the effectiveness of experiential, team-based SBIRT training in an academic or clinical setting



Bibliography / References

1. Neft, Puskar, Fiorvanti, Hagle, Lindsay, O'Donnell (2018). Interprofessional education for teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) for substance use. *Journal of Interprofessional Education & Practice, 10 (2108) 12-14.*
2. Montiero, Dumenco, Collins, Bratberg, MacDonnell, Jacobson, Dollase, George (2017). An interprofessional education workshop to develop health professional student opioid misuse knowledge, attitudes, and skills. *J of the American Pharmacists Association, Vol. 57, Issue 2, supplement, Pages S113-S117.*
3. MacMillian, Winn, Coke, Biers, Shellenberger (2015). Utilization of standardized patients and case studies to evaluate effect of SBIRT training for APRN's. *Addiction Science and Clinical Practice, 2015 10(suppl 2): 031*
4. Manuel, Satre, Tsoh, Moreno-John, Ramos, McCann-Katz, Satterfiled (2015). Adapting Screening, Brief Intervention, and Referral to Treatment (SBIRT) for alcohol and drugs to culturally diverse clinical populations. *J Addict Med, 2015 Oct 9(5):343-351.*



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5. Agle, Gassman, DeSalle, Vannerson, Carlson, Crabb (2014). Screening, Brief Intervention, and Referral to Treatment (SBIRT), and Motivational Interviewing for PGY-1 Medical Residents. *J of Graduate Medical Education, December 2014, Vol. 6, No. 4, pp. 765-769*
6. Mitchell, Wynia, Golden, McNellis, Okun, Webb, Rohrbach, Von Korn (2012). Core principles and values of effective team-based healthcare. *Discussion paper, IOM, Washington, DC, www.iom.edu/tbc*.
7. Bridges, Davidson, Odegard, Maki, Tomkowiak, (2011). Interprofessional education for teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) for substance use. *Med Educ Online 2011, 16, 10.3402/meo.v16i0.6035*.



Learning Assessment

A learning assessment is required for CE credit.

A question and answer period will be conducted at the end of this presentation.

The SJFC approach to SBIRT training

Presented by:

Kathleen C. Plum PhD, RN, NPP

SBIRT Project Director

SBIRT (Screening, Brief Intervention, and Referral to Treatment)
is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

SBIRT training began at St. John Fisher College in 2015 with the award of a 3 year grant from SAMHSA to integrate SBIRT into the curricula of 3 graduate level health professions at the College: Advanced Practice Nursing, Mental Health Counseling, and Pharmacy.

Training Goals

1. to prepare graduate students in the health professions to implement SBIRT as a member of an interprofessional team before and after graduation
2. to enable students to move from knowledge, to competence, to proficiency in SBIRT
3. to prepare a workforce with the cultural sensitivity and skills necessary to reduce the impact of risky drug and alcohol use on the health of the community.

Appraise your own self-awareness, and

Ask everyone

Assist individuals to identify reasons to change using Motivational Interviewing

Achieve engagement

According to the Literature...

Experiential practice significantly improves comfort with bringing up issues of substance abuse

Standardized patients are useful for assessing skill and increase the likelihood that SBIRT will be implemented in practice

Awareness of cultural variations & impact of stigma increases likelihood of help-seeking

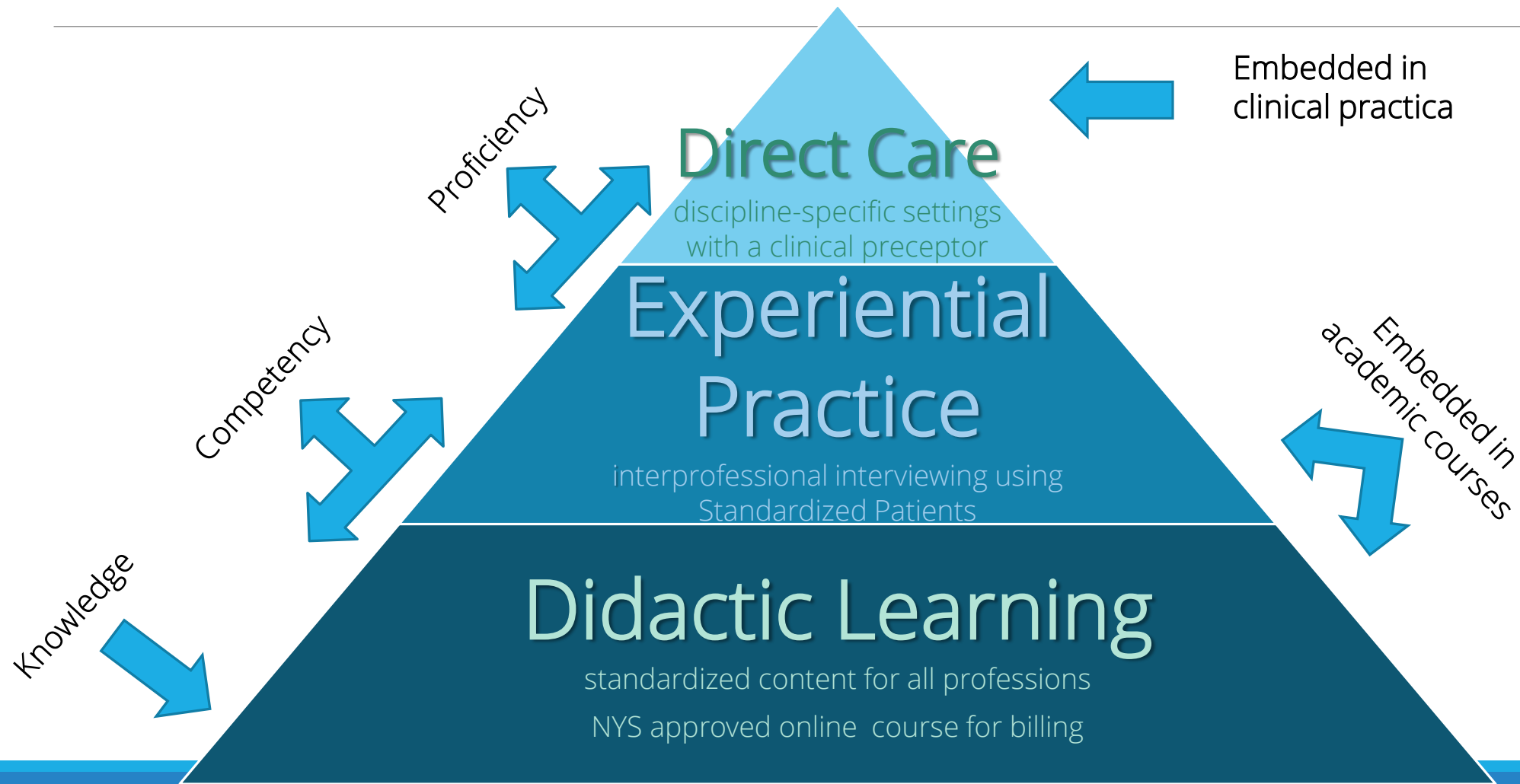
Need for Interprofessional Training

The IOM has identified an **URGENT NEED** FOR HIGH FUNCTIONING TEAMS in healthcare

Training with other professions prepares participants to be members of high-performing teams which:

- *Understand that shared responsibility without high-quality teamwork can be fraught with peril*
- *Recognize differences in training...but do not believe that one type of training or perspective is uniformly superior*
- *Have clear expectations for functions, responsibilities, accountabilities, so as to optimize efficiency*
- *Prioritize and continuously refine communication skills and have consistent channels for candid, complete communication, accessed & used by all team members*

St. John Fisher College
INTERPROFESSIONAL TRAINING PARADIGM



Participant Assessment

Professional discipline

Professional role

Experience with SBIRT

Value placed on SBIRT by practice setting

Confidence in Screening for drug and alcohol use

Comfort using MI skills and conducting a Brief Intervention

Comfort with Experiential Learning exercises

Comfort in talking about substance use

Confident in knowledge about referral resources

A student's perspective

Presented by:

Rosemary Shanahan, BS, RN

PMHNP student in the Wegmans School of Nursing

Gaining awareness

Cultural Competence experiential exercise

Facilitated by:

Gail Begley, MS, LMHC, CPRP, CASAC2

SBIRT Project Coordinator

Exercises for “hands-on” teamwork

SBIRT “Fishbowl” exercises

Risky alcohol use case facilitated by:

- Anthony Corigliano, MS, RPh Faculty, Wegmans School of Pharmacy
- Kathleen C. Plum, PhD, RN, NPP Faculty, Wegmans School of Nursing

Risky opioid use case facilitated by:

- Henry Moscicki, DNP, FNP-C, MAPM Faculty, Wegmans School of Nursing
- Gail Begley, MS, LMHC, CASAC2 Faculty, Wegmans School of Nursing (MHC)

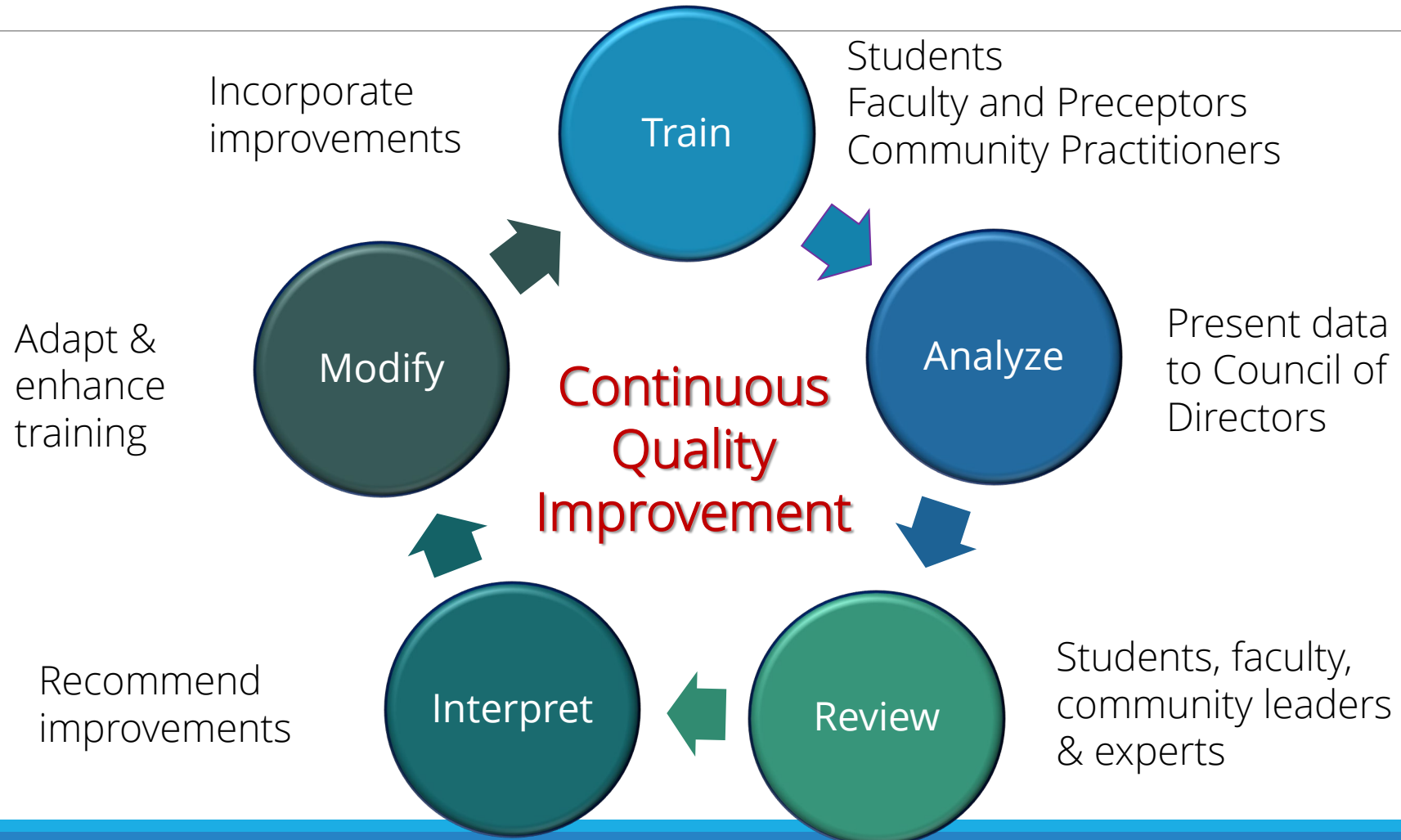
Evaluation Process and Results

Presented by:

Caroline Critchlow, EdD, SDA, SAS

SBIRT Project Evaluator

Evaluation Process



Evaluation Methodology

SAMSHA SURVEY

Post-Events Survey

- Satisfaction
- Specific Aspects of Course
- Relevance and Usefulness
- Current Effectiveness

RETROSPECTIVE PRE-/

POST-TEST

Interprofessional Day

- Perceived Skills
- Attitudes: Alcohol
- Attitudes: Drugs
- Satisfaction

Workshop Survey

Survey Item		% Very Satisfied / Satisfied	% Neutral	% Very Dissatisfied / Dissatisfied
Overall Satisfaction				
<i>S</i> <i>A</i> <i>M</i> <i>H</i> <i>S</i> <i>A</i>	Overall Quality	95%	3%	2%
	Quality of Instruction	97%	2%	1%
	Training Materials	94%	4%	2%
	Training Experience	95%	3%	2%
		% Strongly Agree / Agree	% Neutral	% Strongly Disagree / Disagree
Specific Aspects of Course				
	Instructor Knowledgeable	96%	2%	2%
	Instructor Prepared	96%	3%	1%
	Useful	94%	5%	1%
	Well Organized	96%	3%	1%
	Instructor Receptive	98%	0%	2%

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Survey Item	% Very Satisfied / Satisfied	% Neutral	% Very Dissatisfied / Dissatisfied
Relevance and Usefulness			
Relevant to Substance Abuse Treatment	95%	0%	2%
Relevant to Practice	93%	6%	1%
Will Use	95%	3%	2%
Will Benefit Clients	93%	4%	3%
Useful Information	95%	2%	0%
Enhanced Skills	91%	6%	2%
Would Recommend	88%	6%	3%
Own Current Effectiveness	76%	21%	3%

Cultural Competence Workshop

n= 100

Nursing: 37 Pharmacy: 44 Mental Health Counseling: 15 Did not identify: 4

Qu. #	Item	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Strongly Agree/Agree	Mean
1.	The content was aligned with course learning outcomes in my field.	3%	0%	97%	4.65
2.	The purpose of the session was met.	3%	1%	96%	4.68
3.	The presenters' presentation skills were effective.	3%	0%	97%	4.76
4.	Sufficient interaction occurred between facilitator and participants.	3%	0%	97%	4.72
5.	Overall, I was satisfied with the presentation.	4%	0%	96%	4.69

IPE Day Survey

Positive change in Mean Scores for Skills, Attitudes Toward Alcohol and Drug Use, Satisfaction

SBIRT IPE has shown steady *increase* in satisfactory responses

- Overall satisfaction- 95% of respondents stating they were Satisfied or Very Satisfied with the overall quality of this training
- This compares to 54% of respondents stating they were Very Satisfied or Satisfied with the overall quality of this training in Fall 2016

The Spring 2018 results show a *significant increase* in overall satisfaction from Fall 2016 to the current time

Q & A





Session Evaluation

Use the CFHA mobile app to complete the evaluation for this session.

Thank you!

