

April 12, 2016 | 3:00 pm ET / 2:00 pm CT

Conference Call Info: 712-432-0360 | Passcode: 426443#

Email: SBIRTeam@norc.org

Website: sbirt.webs.com

NORC Participants:

Tracy McPherson	Mcpherson-Tracy@norc.org
Sabrina Bauroth	Bauroth-Sabrina@norc.org
Danielle Noriega	Noriega-Danielle@norc.org

Participants

Anita Prewett
Brittany Gray
Carrie Rishel
Cathy Koetting
Cyrille Adam (Kognito)
Denise Seigart
Gwenelle Styles O'Neal
Heather Gotham
Julie Fitzgerald
Laurel Iverson Hitchcock

Otrude Moyo
Pat Herlihy
Rita Brown
Shauna Acquavita
Sheri Boyle
Stella Resko
Stephanie Sarabia
Stephen Strobbe
Theresa Thao Pham
Valire Copeland

Tracy McPherson moderated this monthly call. Summaries of agenda items are listed below:

Field Test Evaluation (Track A) and Full Implementation Programs (Track B)

The Field Test Evaluation and Full Implementation programs also referred to as Track A and Track B respectively are both in progress. The Track A program includes implementation of the Kognito simulation program only with schools randomly assigned into an implementation group and a delayed control group. The implementation group already had access to the program and have completed their pre- and post-tests. Access for the delayed control group has also ended. The schools now have two weeks left to complete their post-test surveys. As a note, there was a technological issue with the fluid survey which has now been resolved. Those schools in the Track A delayed control group should have received an email from Sabrina Bauroth with the new working survey link.

The Track B schools will participate in a full implementation program to include the Kognito simulation and the Learner's Guide. Schools have completed their first quarter of the program (January 1-March 31st). Schools are all in different places in their progress however most are in the preparation stages including training their faculty and field supervisors. Kognito usage data shows that there have been 414 completes of the simulation for the Track B schools and an average assessment challenge score of 82.39. Out of the twelve schools participating, six have integrated students already into their programs while the other six have just focused on faculty, field supervisors, field preceptors etc. for the quarter. The most common mode of training of faculty and field supervisors is through half or full day workshops to be cognizant of people's busy schedules. As a way to get faculty to attend voluntary workshops/trainings, some schools have opted to incentivize them by offering of Continuing Education Units (CEUs) or providing some type of raffled prize such as a gift card. Evaluation efforts include pre- and post-evaluation surveys. Two schools plan to also collect qualitative data through message

boards and group discussion. The majority of schools plan to move from the prep phase to implementation in the second quarter.

The Learning Collaborative calls will continue to have presentations and opportunities for the Track A and Track B schools to share their experiences and their implementation plans. If a participating school or even none track school is interested in giving a 10-15 presentation on a future Learning Collaborative call, please email SBIRTeam@norc.org to put aside time on the agenda.

Fall RFA

The NORC team has received requests for another round of RFAs. The team is considering different options. For the previous RFA, the application process was in the spring semester with the fall semester to prepare before implementation. However, this next round will not include that same amount of prep time. The most recent plan is to have the next program start in late August/early September 2016.

Open Discussion: Implementation Challenges

Through one-on-one calls with Learning Collaborative members and information collected from the Track B schools, there have been several challenges and barriers to implementation. For this call, participants provided examples and potential solutions to some common barriers that NORC provided on the agenda:

Training and Including Field Supervisors

Though getting the field supervisors and preceptors involved in the integration of SBIRT can be a challenge, some schools have not had major issues with buy-in from members in the field. University of Pittsburgh School of Social Work already has a field instructor's orientation that is either half day or a full day. Therefore because that structure is already in place, adding in the SBIRT training in the orientation has not been an issue. They also offered CEUs which incentivized the orientation. There has not been any resistance of the material from those who have undergone the orientation with SBIRT. University of Pittsburgh School of Social Work is participating as a Track B school and currently is in the process of piloting the curriculum therefore they are unsure of if students are using it in their field placements or what their feedback will be.

Training Faculty

Several participants voiced that a challenge is finding time to train instructors especially adjunct faculty. Wayne State University School of Social Work noted that faculty have voiced concerns over the large amount of materials that they need to cover in addition to what they are already covering and their worry that the SBIRT assignments may take over a large portion of their classes. They found that providing more clarification that it is not a huge amount of time to commit as well as getting lead instructors on board was helpful to persuade others.

Despite some challenges, for the most part participants have experienced buy-in from faculty. Many are motivated by the issues of substance abuse in their respective areas and therefore see the importance of the model. Others have already been doing SBIRT research and are excited for the model to be taught in the classrooms. Ramapo College noted that their training workshop was such a success that they have received requests from the community to teach SBIRT to outside organizations.

Altering Establish Courses

University of Pittsburgh also shared that though there was some worry over the brief amount of time that they would have to prepare and place the various components into their courses, some faculty started to pilot it before fully integrating it into their classes which made them more comfortable with the material. The comprehensive material in the Learner's Guide has also helped to make instructor's feel more confident in adding it into their courses because they don't have to find the materials elsewhere. Pittsburgh already teaches motivational interviewing so SBIRT could easily be connected to that.

Saint Louis University School of Nursing has a psychiatric nursing course which they found to have some issues with faculty buy-in. Many people have been teaching that course for a long time and don't have flexibility in adding new material. Faculty do not get paid a lot to dedicate a substantial amount of time to prep work so that is a barrier. Additionally, the majority of that faculty are clinical instructors so conducting a workshop on campus is a challenge as doing a training is not in their contract and therefore not a requirement. They found that once the lead person was able to experience the simulation program and approve, there was more motivation from others to integrate it. Some schools noted that adding the simulation program can be easier than integrating the PowerPoints and Learner's Guide. NORC is working on doing shorter more condensed PowerPoints to accommodate program time constraints.

Connecting Lessons to Practice in Field Placements

There has been some challenges with the communication between the department management, field and faculty. When there are so many different key people involved, it can be difficult to know what each person is doing and how that fits in together. University of Michigan Flint noted that they have monthly Lunch and Learns which allows the faculty to come together and discuss implementation which has been helpful to know what everyone is doing.

SBI with Adolescents - Cyrille Adam (cyrille@kognito.com)

Cyrille provided a brief update on the SBI with Adolescents simulation. The program now awards 2.0 ANCC CNE credits for nurses and 2.0 NASW credits for social workers. In addition to credit hours, Kognito is also making some improvements to the reports to now include more detailed scoring and will provide an update when that feature is available.

Other Items

For those interested in learning more about billing and reimbursement for SBIRT, the SBIRT reimbursement map located at <http://my.ireta.org/sbirt-reimbursement-map> is a good resource to learn about reimbursement according to states.

Upcoming Webinars

- i. **Integrating Motivational Interviewing Techniques for Brief Intervention into the Curriculum:** April 27, 2016 at 3:00 PM ET. <http://hospitalsbirt.webs.com/motivational-interviewing>
- ii. **Part IV: Using Case Studies for Integrating SBIRT into Curriculum:** May 4, 2016 at 3:00 PM ET. <http://hospitalsbirt.webs.com/case-studies-for-curriculum>
- iii. **National Focus Area Webinar: SBIRT in Native American Populations:** May 11, 2016 at 1:00 PM ET. <http://my.ireta.org/registerg2w?webinar=137819299>

- iv. **Preventing Prescription Drug Abuse & Doctor Shopping: Prescribing Guidelines & Intervention Skills for Nurses & Healthcare Profs:** May 25, 2016 at 3:00 PM EST. <http://hospitalsbirt.webs.com/prescription-drug-abuse>
- v. **Intimate Partner Violence SBIRT: The WINGS Intervention Model:** June 22, 2016 at 3:00 PM EST. <http://hospitalsbirt.webs.com/intimate-partner-violence>

Next Call: Tuesday, May 10, 2016 3 PM – 4 PM ET, Dial: 712-432-0360 Code 426443