
Learner's Guide to Adolescent SBIRT

Sample Course Syllabus

Spring 2016

[Insert School Name]

[Insert Course Name]

[Insert Instructor Contact Information]

Course Description & Overview

This course provides a comprehensive introduction to Screening, Brief Intervention and Referral to Treatment (SBIRT) for adolescents and young adults by examining each component of SBIRT as it relates to individuals ages 12-21 years as well as introducing motivational interviewing skills. Case studies and a variety of practice exercises compliment the information to facilitate learner participation. The breakdown of SBIRT by component and the inclusion of motivational interviewing aims to prepare students to conduct adolescent SBIRT in the field.

Assessment & Grading

Student Course Performance will be assessed by use of traditional means of course performance assessments, such as examinations, quizzes reflecting the curriculum modules, grades within the course, and faculty/instructor evaluation of the progress and performance within the guidelines of the course. Assessments will be designed to correspond to topics including but not limited to: screening tools to identify the full spectrum of risky, problematic substance use; brief intervention using the Brief Negotiated Interview (BNI) model; motivational interviewing (MI) strategies; and referral to treatment including linking and communicating with specialty treatment service providers; working with providers in ongoing care coordination of individuals receiving SBIRT services.

Areas of evaluation will include:

- **Knowledge:** Knowledge of SBIRT will be assessed prior to and after receiving SBIRT education. Pre-training knowledge will be assessed by asking each student to respond to approximately 20 knowledge questions. Post-training knowledge will be assessed by asking students to respond to the same series of questions that will be incorporated into assessments at the end of a SBIRT course, module, or seminar.
- **Attitudes:** Students' therapeutic attitudes will be assessed.

- **Confidence and Readiness:** Student perception of confidence in their ability and readiness to screen using validated tools, conduct brief intervention using MI skills, and provide referral to those in need of further evaluation or higher level of care will be assessed.
- **Perceived Competence:** Student perception of their competence to conduct SBIRT will be assessed.
- **Skills/Proficiency in conducting Brief Intervention using Motivational Interviewing:** Student proficiency to perform brief intervention using and MI strategies will be measured through the use of Brief Intervention Observation Sheets (BIOS) to assess fidelity and quality of the delivery of SBIRT and MI in role play exercises and patient/client simulations. For those using the web-based interactive patient simulation training system “SBI with Adolescents” developed by NORC and Kognito, the program will report a competency assessment score indicating how well each student was able to apply critical skills in a simulated clinical encounter based on the BNI skills assessment form traditionally used in standardized patient/client simulations and observed clinical encounters.

The course curriculum will culminate in student’s having real client experiences. Students will utilize and apply the knowledge and skills in their approach to service with patients/clients. Student use of validated screening instruments, brief intervention, MI skills, and referral will be assessed by the faculty during the standardized patient and/or role play simulation and feedback sessions, and again by field educators/preceptors during SBIRT clinical encounters. Students will receive feedback on their results and performance with the respective exercises and instruments.

General Course Information

The five modules of this course will introduce you to Screening, Brief Intervention, and Referral to Treatment for Adolescents. You will learn about adolescent substance use and how to implement each component of SBIRT with adolescents. Each module of the course corresponds to a different module of the Learner’s Guide and has accompanying suggested readings. These materials are available on the Adolescent SBIRT website (<http://sbirt.webs.com/curriculum>). Sample dialog, sample interactions and role play exercises included in the guide are an important part of the learning experience which will help students transition into the role of practitioner. In addition to the Learner’s Guide, for those using the interactive simulation training system developed by NORC and Kognito, students will practice SBI for adolescents in a simulated environment. The simulation program compliments and is aligned with the education contained in the Learner’s Guide.

- Learner’s Guide: NORC at the University of Chicago. (2016). *Guide to Adolescent Screening, Brief Intervention and Referral to Treatment (SBIRT)*. Bethesda, MD: NORC at the University of Chicago.
- Interactive Simulation: *SBI with Adolescents* (2016) is developed by NORC at the University of Chicago and Kognito with support from the Conrad N. Hilton Foundation.

Module	Learning Objectives	Suggested Readings (in addition to Learner's Guide Modules)
Module 1: What is SBIRT for Youth and Why Use it?	<ol style="list-style-type: none"> 1. Learn what SBIRT stands for and what each component means. 2. Understand why SBIRT is relevant and important for use with adolescents and young adults. 3. Understand the impact of risky alcohol use in the lives of adolescents. 4. Learn how alcohol use is measured—what constitutes one drink. 5. Recognize the prevalence of substance use among youth. 	<ul style="list-style-type: none"> ■ Babor TF, McRee BG, Kassebaum PA, Grimaldi PL, Ahmed K, Bray J. Screening, brief intervention, and referral to treatment (SBIRT): Toward a public health approach to the management of substance abuse. <i>Substance Abuse</i>. 2007;28(3):7-30. ■ U.S. Preventive Services Task Force. <i>Final Recommendation Statement: Alcohol Misuse: Screening and Behavioral Counseling Interventions in Primary Care</i>. Washington, DC: U.S. Preventive Services Task Force; 2013. ■ American Academy of Pediatrics Committee on Substance Abuse, Levy SJ, Kokotailo PK. Substance use screening, brief intervention, and referral to treatment for pediatricians. <i>Pediatrics</i>. 2011;128(5):e1330-e1340. ■ Substance Abuse and Mental Health Services Administration. <i>White Paper on Screening, Brief Intervention, and Referral to Treatment in Behavioral Healthcare</i>. Rockville, MD: Substance Abuse and Mental Health Services Administration; April 2011.
Module 2: Screening	<ol style="list-style-type: none"> 1. Learn how to administer, score and interpret the CRAFFT, AUDIT and AUDIT-C, GAIN-SS and S2BI. 2. Practice conducting screening. 	<ul style="list-style-type: none"> ■ Winters KC, Kaminer Y. Screening and assessing adolescent substance use disorders in clinical populations. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>. 2008;47(7):740-744. ■ Winters KC. Assessment of alcohol and other drug use behaviors among adolescents. In: Allen, JP, Columbus, M, Fertig, J, eds. <i>Assessing Alcohol Problems: A Guide for Clinicians and Researchers 2nd edition</i>. Bethesda, MD: NIAAA; 2003:101-123. ■ CRAFFT: Massachusetts Department of Public Health Bureau of Substance Abuse Services. <i>Provider Guide: Adolescent Screening, Brief Intervention, and Referral to Treatment Using the CRAFFT Screening Tool</i>. Boston, MA: Massachusetts Department of Public Health; 2009. ■ AUDIT: Babor TF, Higgins-Biddle JC, Saunders JB, Monteiro MG. <i>The Alcohol Use Disorders Identification Test: Guidelines for Use in Primary Care</i>. Geneva: World Health Organization; 2001. ■ S2BI: Levy S, Shrier L. <i>Adolescent SBIRT Toolkit for Providers</i>. Boston, MA: Boston Children's Hospital; 2014.
Module 3: Brief Intervention	<ol style="list-style-type: none"> 1. Learn the steps of brief intervention based on the Brief Negotiated Interview Model. 2. Practice conducting a brief intervention. 	<ul style="list-style-type: none"> ■ Levy S, Winters K, Knight J. Screening, assessment and triage for treatment at a primary care setting. <i>Clinical Manual of Adolescent Substance Abuse Treatment</i>. 2010:65-82. ■ Monti PM, Colby SM, O'Leary TA. <i>Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions</i>. New York: Guilford Press; 2012. ■ Myers MG, Brown SA, Tate S, Abrantes A, Tomlinson K. Toward brief interventions

		<p>for adolescents with substance abuse prevention and comorbid psychiatric problems. In: Monti PM, Colby SM, O’Leary TA, eds. <i>Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions</i>. New York: Guilford Press; 2001:275-296.</p> <ul style="list-style-type: none"> ■ Tanner-Smith EE, Lipsey MW. Brief alcohol interventions for adolescents and young adults: A systematic review and meta-analysis. <i>Journal of Substance Abuse Treatment</i>. 2015;21:1-18. ■ National Institute on Alcohol Abuse and Alcoholism. <i>Alcohol Screening and Brief Intervention for Youth: A Practitioner’s Guide</i>. Bethesda, MD: U.S. Dept of Health and Human Services; 2011.
<p>Module 4: Referral to Treatment and Follow-up</p>	<ol style="list-style-type: none"> 1. Learn which substance use disorder treatment options are best suited to address the needs of adolescents. 2. Understand unique challenges that you will encounter when referring adolescents to treatment, relating to confidentiality and push back. 3. Recognize what constitutes a warm hand-off when referring adolescents to treatment. 4. Understand the importance of follow-up and learn what to cover during these encounters. 	<ul style="list-style-type: none"> ■ National Institute on Drug Abuse. <i>Principles of Adolescent Substance Use Disorder Treatment: A Research-based Guide</i>. Bethesda, MD: NIDA; 2014. ■ Williams RJ, Chang SY. A comprehensive and comparative review of adolescent substance abuse treatment outcome. <i>Clinical Psychology: Science and Practice</i>. 2000;7(2):138-166. ■ Meyers K, Cacciola J, Ward S, Kaynak O, Woodworth A. <i>Paving the Way to Change: Advancing quality interventions for adolescents who use, abuse or are dependent upon alcohol and other drugs</i>. Philadelphia, PA: Treatment Research Institute; 2014. ■ Winters KC, Tanner-Smith EE, Bresani E, Meyers K. Current advances in the treatment of adolescent drug use. <i>Adolescent Health, Medicine and Therapeutics</i>. 2014;5:199.
<p>Module 5: Motivational Interviewing Strategies</p>	<ol style="list-style-type: none"> 1. Learn to use motivational interviewing strategies as part of conducting brief interventions, specifically: <ol style="list-style-type: none"> a. Assess readiness to change b. Ask open-ended questions c. Affirm d. Utilize reflective listening e. Summarize thoughts and feelings f. Elicit change talk g. Ask permission and give advice h. Generate options i. Manage pushback 	<ul style="list-style-type: none"> ■ Jensen CD, Cushing CC, Aylward BS, Craig JT, Sorell DM, Steele RG. Effectiveness of motivational interviewing interventions for adolescent substance use behavior change: A meta-analytic review. <i>Journal of Consulting and Clinical Psychology</i>. 2011;79(4):433-440. ■ Gold MA, Kokotailo PK. Motivational interviewing strategies to facilitate adolescent behavior change. <i>Adolesc Health Update</i>. 2007;20(1):1-10. ■ Naar-King S, Suarez M. <i>Motivational Interviewing with Adolescents and Young Adults</i>. New York: Guilford Press; 2011. ■ Center for Substance Abuse Treatment. <i>Enhancing Motivation for Change in Substance Abuse Treatment</i>. Treatment Improvement Protocol (TIP) Series, No. 35. Rockville, MD: Substance Abuse and Mental Health Services Administration; 1999. ■ Grenard JL, Ames SL, Pentz MA, Sussman S. Motivational interviewing with adolescents and young adults for drug-related problems. <i>International Journal of Adolescent Medicine and Health</i>. 2006;18(1):53-67.