

SBIRT in the BSN Classroom

Terry Chase, MA, ND, RN
Asst. Professor, Nursing-Mental Health
Colorado Mesa University
Grand Junction, CO

tmchase@coloradomesa.edu

303-941-1989





Integrating SBIRT & Kognito

- ▶ Mental Health Course Outline Components
 - ▶ Week 7
 - ▶ Substance Abuse and Addiction Disorders (Townsend-Chap 23)
 - ▶ Guest Speaker: Mesa County Drug Task Force Officers
 - ▶ Week 8
 - ▶ Introduction to SBIRT---Mods 1-2-3 (condensed)
 - ▶ Practice with Adolescent Role Play Exercises
 - ▶ Students create Story Case Studies
 - ▶ Week 9
 - ▶ Review Motivational Interviewing
 - ▶ Use Story Case Studies---Work in Trios
 - ▶ Complete Kognito Simulation Program (out of class)

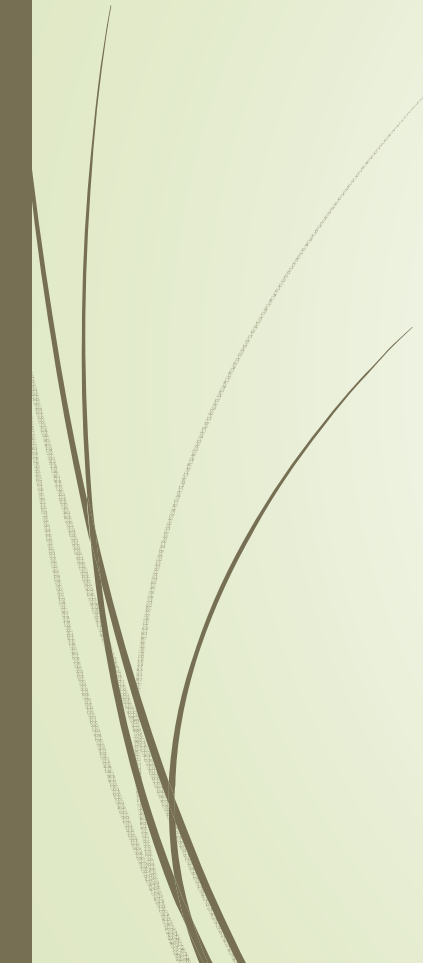
Student Created Story Case Studies

- Create a Story Case Study--Adolescent
- Had to be REAL—elements of known people/self or other. Conceal identity.
- Gender---Age
- Psychosocial situation
- Primary School issues
- Involvement with alcohol, drugs??
- Clinical Setting : community health clinic, school nurse office, Job Corps clinic, ER (after minor car accident), other ideas??
- Write the Story:





Story Examples



- ▶ James is a 17 year old male. His parents relocated out of state and left him to finish high school. They relocated in August. They left without arranging housing or financial resources so he has been couch surfing, working at a brewery, and selling marijuana. His grades have dropped, has no secure place to study and is expelled for selling drugs. He sells marijuana smokes pot daily, and binge drinks 3 times a week. He is in the ER for broken hand. His girlfriend dumped him, he punched a wall. He is intoxicated but passive.
- ▶ Marcy is a 17 year old female who lives in a trailer park. She is 4 months pregnant with her boyfriend's kid. She has a history of anxiety and dyslexia, which has ultimately led to her skipping school. She continues to use alcohol although she is pregnant. She claims to drink 2-3 times a week with "more drinks than she can count." She came to Job Corps to receive her GED and learn carpentry. She is in for her initial psychosocial assessment.

Working in Trios


- R1-Story Character Role Play
- R2-HCP using MI and SBIRT tools
- R3-Evaluator using Youth Brief Intervention & Referral Interview Scoring Sheet.

- 10-minute Session
 - 8" for interview/intervention
 - 2" feedback to the HCP
 - Rotate Roles

BNI-ART Institute
Youth Brief Intervention and Referral: Interview Scoring Sheet

Date	Interviewer Initials	Evaluator Initials	Y	N
CRITERIA				
Engagement				
• ask permission for talk about alcohol/drugs			<input type="checkbox"/>	<input type="checkbox"/>
• ask about a day in the person's life			<input type="checkbox"/>	<input type="checkbox"/>
• ask how drinking and marijuana fits in with life			<input type="checkbox"/>	<input type="checkbox"/>
• ask about patient's values, (what's important to them)			<input type="checkbox"/>	<input type="checkbox"/>
Decisional Balance: Pros and Cons of alcohol/drug use				
• elicit good things about alcohol/drug use			<input type="checkbox"/>	<input type="checkbox"/>
• elicit less good things about alcohol/drug use			<input type="checkbox"/>	<input type="checkbox"/>
• draw upon screening answers			<input type="checkbox"/>	<input type="checkbox"/>
• sum up and restate in patient's own words (reflective listening)			<input type="checkbox"/>	<input type="checkbox"/>
Feedback				
• Ask permission to share information			<input type="checkbox"/>	<input type="checkbox"/>
• NIAAA guidelines or salient information			<input type="checkbox"/>	<input type="checkbox"/>
• Elicit response from patient			<input type="checkbox"/>	<input type="checkbox"/>
Readiness Ruler				
• use general readiness to change question (ruler)			<input type="checkbox"/>	<input type="checkbox"/>
• ask, why not less?			<input type="checkbox"/>	<input type="checkbox"/>
• elicit other reasons for changing			<input type="checkbox"/>	<input type="checkbox"/>
Negotiate Action Plan				
• elicit specific steps			<input type="checkbox"/>	<input type="checkbox"/>
• write steps on the prescription for change form			<input type="checkbox"/>	<input type="checkbox"/>
• ask about future goals (discrepancy) & how change fits in			<input type="checkbox"/>	<input type="checkbox"/>
• ask about challenges to change			<input type="checkbox"/>	<input type="checkbox"/>
• ask about past successes			<input type="checkbox"/>	<input type="checkbox"/>
➢ what they did			<input type="checkbox"/>	<input type="checkbox"/>
➢ who/what helped them (social support)			<input type="checkbox"/>	<input type="checkbox"/>
➢ community/resources that helped			<input type="checkbox"/>	<input type="checkbox"/>
• explore benefits of change			<input type="checkbox"/>	<input type="checkbox"/>
Summarize & Thank (Referrals)				
• summarize action plan			<input type="checkbox"/>	<input type="checkbox"/>
• offer referrals			<input type="checkbox"/>	<input type="checkbox"/>
➢ to primary care			<input type="checkbox"/>	<input type="checkbox"/>
➢ for substance abuse treatment if necessary			<input type="checkbox"/>	<input type="checkbox"/>
➢ to mental health if depression or past psychiatric problems are mentioned			<input type="checkbox"/>	<input type="checkbox"/>
• Review/ make additions to prescription for change			<input type="checkbox"/>	<input type="checkbox"/>
• Sign/Give prescription for change to patient			<input type="checkbox"/>	<input type="checkbox"/>
• Thank patient			<input type="checkbox"/>	<input type="checkbox"/>

Each "Yes" check = 4 points, Maximum score = 100 points Score _____
 General Performance Feedback (20 points—5=2 points; 4=1 point;<4=0)
 PART 2 SCORE = _____ TOTAL SCORE (PARTS 1 & 2) = _____



Kognito Simulation Program Assignment

- ▶ Week 9
- ▶ Access link provided
- ▶ Completed as out of class assignment
- ▶ Faculty available during class time for assistance
- ▶ Students completed simulation with no trouble or need of assistance
- ▶ Completion Certificates due in one week

A D O L E S C E N T
S B I R T
Screening, Brief Intervention & Referral to Treatment

NORC
at the UNIVERSITY of CHICAGO