BACKGROUND

- Great need for social work, nurses and other health professionals to train in adolescent substance use prevention/early intervention
- Goal to train students and current practitioners to effectively apply SBIRT with youth

PROJECT

- Launched in September 2014
- Tools provided include course syllabi, exam questions, and resources
- Members include LC facilitated engagement from nursing, social work, and field supervision and preceptor simulation training
- Project allowed evaluation of psychometric measures
- Ongoing learning and sharing provide supportive environment for faculty and field preceptors

SBIRT DEFINITION

- Screening, Brief Intervention and Referral to Treatment (SBIRT) is one of the leading ways to help reduce the impact of unhealthy alcohol and substance use
- Identifies potentially problematic substance use quickly
- Integrated in a wide variety of settings
- Increasingly used in traditional and medical treatment and prevention/early intervention settings, but new for many practitioners

WEBSITE

http://sbirt.webs.com

PROJECT REACH

Engagement

- A Learning Collaborative (LC) was also created
- Members include social work and nursing educators, field instructors, and preceptors
- Current membership: 286
- The Learning Collaborative members receive a monthly newsletter and there are monthly meetings where at least one member shares their experience implementing the adolescent SBIRT curriculum
- The LC is scheduled to meet monthly through the spring of 2016

ADOLESCENT SBIRT INSTRUCTOR’S TOOL KIT

- Learning Collaborative (LC): 286 social work and nursing educators, field instructors, and preceptors
- Field Supervisor and Preceptor Simulation Training: 157
- Examines each component of SBIRT and institutional implementing skills
- Screening tools, scripted interactions, case studies, and more
- Includes:
  - SBIRT materials
  - Course output
  - Sample framework assignments
  - Sample project evaluation matrices

CONCLUSION

- Based on evidence, we recommend:
  - To continue working to evaluate impact and identify areas for improvement
  - To continue to expand and improve dissemination methods

PARTNERS AND FUNDER

- Partners: Program in Public Health, NORC
- Funding: Program in Public Health, NORC

PRACTITIONERS

- To continue to provide support and resources to all stakeholders
- To continue to evaluate and improve the project

CONTACT INFORMATION

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DISSEMINATION

- Adolescent SBIRT Curriculum Dissemination: 772 requests from academic programs and community organizations
- Dissemination: Numerous presentations, webinars, and exhibits
- Adolescent SBIRT Simulation Only: 11 programs (Track A)
- Adolescent SBIRT Curriculum and Simulation: 46 programs (Tracks B, C, D, T10)
- Field Supervisor and Preceptor Simulation Training: 157 programs and organizations (Track D)
- Licensing Track: 22 programs, 1 professional association (10,000 practitioners)
- Website Engagement: avg. 1,321 visits per month

- Website: sbirt.norc.org
- The Needs Assessment provided an opportunity to identify and explore best ways to disseminate SBIRT
- Sample homework
- Transparent

BARRIERS AND FACILITATORS

- BARRIERS
  - Lack of interest was not a major barrier
  - Time and lack of expertise were the most frequently cited barriers
  - Availability of resources (e.g., time, space, materials) – materials easily obtainable, but timeframe may be a barrier
  - Engaging appropriate individuals/stakeholders
  - Lack of faculty, field placement/internship buy-in
  - Experience/familiarity with intervention
  - Effect of individual/motivation, attitude, values

- FACILITATORS
  - Dean/Campus/Department buy-in: facilitated implementation
  - Training field supervisors helped implement the program
  - Students observe practitioners using SBIRT and become more invested in learning
  - Full integration into courses (i.e., SBIRT training and participation in Kognito simulation was required course component)
  - Tools for faculty to easily implement into the curriculum
  - Email reminders to Faculty, email templates for students
  - Provide faculty training with direction on how and where to include SBIRT in courses
  - Need a Faculty/Department point person to champion SBIRT and provide the material, technical assistance and support faculty need to integrate SBIRT into courses
  - Kognito reports helped Faculty manage and track program implementation
  - Transparent reporting/communication process facilitated implementation

- Providing clear guidance for faculty about amount of time that SBIRT curriculum requires (e.g., Kognito training will take 1 hour, time estimates for modules)

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