

Adolescent SBIRT July Learning Collaborative Meeting Update

Tuesday, July 12, 2016

Interdisciplinary Use of SBIRT

Julie Fitzgerald, Assistant Professor of Nursing and Stephanie Sarabia, Assistant Professor of Social Work-Ramapo College of New Jersey

Two faculty members one from Nursing and one from Social Work collaborate jointly on the Adolescent SBIRT Implementation program integrating SBIRT into nursing and social work. At their institution there is currently a great emphasis on promoting interdisciplinary education in nursing. Based on this drive from accreditation organizations, a decision was made to create an interdisciplinary role play as part of the Adolescent SBIRT Implementation activities.

Prior to the start of the semester, an evening for on campus role play was chosen. The Monday evening was part of the regular class schedule for the Social Work students. Nursing students in the Advanced Practice Track hybrid class were given this date as an option for participating in their role play. Since the role play was an out of class activity they were given additional dates as well. In addition to the MSN students, two RN students pursuing their baccalaureate also participated in this interdisciplinary activity.

During the interdisciplinary role play, students were provided with Role Play Activity Sheets from the SBIRT user manual. Students were assigned in pairs. When possible a registered nurse (RN) and social work student were paired together. At the start of the class, students watched the faculty members engage in a role play exercise. The social work student and RN engaged in the role play with one playing the practitioner and one the client. Constructive feedback was provided by peers and faculty. At the end of the session, the students discussed the assignment and the experience of working with another discipline. The feedback was positive.

When Julie and Stephanie met with arranging this interdisciplinary session, they discussed barriers with each discipline including how like scheduling courses and field placements worked between nursing and social work students. They explored the different ways each discipline approaches field learning and how supervision is held differently. The students also shared their differences with each other during the session. Master of social work (MSW) students noticed the differences with their nursing counterparts including sharing examples from the nursing students that focused on more direct health and wellness and where the social work students may focus on emotional wellness. It was helpful for the students to share and see differences in how each discipline may approach the same problem from different perspectives. The students expressed an appreciation in sharing the differences in perspectives.

The key to practice interdisciplinary role plays impacted how students practice in the field. Wherever the students graduate or work, they will have to work as a team and will have to work with other disciplines that bring different perspectives. This role play practice allowed for

them to explore these differences without feeling intimidated and should only help them when in the real-world setting where all disciplines are bringing their experience and perspectives to care and advocate for patients.

Allowing for students to be exposed to other disciplines also allowed for the appreciation of the different areas and field placements that work with patients and substance use across field placements. For example, a nurse working in the outpatient oncology center explained how screening for substance use is part of their prep with working with patients who need cancer treatment. She explained the frustration with people that were not able to complete their detox so they could not treat their cancer.

Preparing for the difference in how disciplines approach educating students and how they are working in field placement supervisors will only strengthen the interdisciplinary approaches faculty decide to use. There are several scenarios offered in the Adolescent SBIRT Learner's Guide that can be used across disciplines, even when there are differences with how social work and nursing faculty structure the education.

One resource from the Adolescent SBIRT Learner's Guide that worked well in the session was giving the students copies of the scenario as well as the flow sheet to keep them on task.

Julie and Stephanie reported that they are going to continue to develop opportunities where they bring nursing and social work students together including introducing sessions on how the disciplines each approach issues around death and dying and child abuse. To continue to promote the adoption of the interdisciplinary approach, Julie and Stephanie also plan to continue to present their experience with faculty development days to encourage their colleagues to adopt these approaches as well.