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**June 8, 2016 | 3:00 pm ET / 2:00 pm CT**

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

**Email: [SBIRTeam@norc.org](mailto:SBIRTeam@norc.org)**

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**NORC Participants:**

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**Participants**

Erin Bascug	Paul Seale
Andrea Bediako	David Stevens
Mike Brooks	Misti Storie
Leigh Fischer	Ken Winters
Holly Hagle	

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

**Track A Summary Presentation**

Tracy McPherson and Danielle Noriega presented a PowerPoint presentation summarizing the Track A evaluation program. The PDF of the presentation was provided to Steering Committee members via email prior to the call. ***The results presented in the presentation are for internal use only and should not be disseminated outside of the Steering Committee.***

The evaluation program offered participants \$2,000 to field test the *SBI with Adolescents* simulation only. The track was conducted during January 2016 through May 2016. Ten social work and nursing schools participated in the program and were randomized into an intervention group or wait-list control group. The schools collected quantitative data via pre-test and two post-test surveys which assessed knowledge, attitudes and perceptions, self-efficacy, and skills as well means efficacy and training satisfaction. NORC used the *SBI with Adolescents* simulation usage reports to measure engagement, completion and competency assessment. Qualitative data was collected using email, technical support communications and debriefing calls following the field test. Steering Committee members noted that of the three participating nursing schools, none were undergraduate level which may limit the generalizability of the findings from the field test. For the next RFA program, NORC will work with LC members to identify opportunities to infuse the education in undergraduate courses.

The NORC team conducted seven of the ten debriefing calls with the point of contacts for the participating schools to understand facilitators and challenges/barriers to implementation and gather

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simulation feedback. NORC was able to use these calls to collect subjective feedback that was not captured in the surveys.

One challenge discussed on previous Steering Committee and again on the Track A calls is whether or not the simulation was mandatory or voluntary to students and how that affected participation. One Track A school noted that because the simulation was not in the syllabus, students were not as inclined to participate. Holly Hagle cited that she has also seen that students rely heavily on the syllabus and often won't do assignments unless they contribute to their class grade. Mike Brooks noted that incentives and extra credit points do increase the likelihood that a student will participate. However, it sends the message that SBIRT education is not essential unless the rationale for the value and benefits are clearly presented. If the faculty stresses the importance of SBIRT training and how it will help the students, that can be enough motivation to get them to complete it voluntarily.

David Stevens also added that there could potentially be a difference in buy-in if the simulation was on mental health SBIRT rather than substance use. This question was not asked in the Track A debrief calls but could be something to discuss with the Track B schools to see if the topic of substance use in itself is a challenge to buy-in. Mike added that he has seen that in social work, students are starting to grow more of an interest in substance use because there are more jobs in that area so showing benefits of training for entering the workforce can be helpful to increasing buy-in and student participation.

Tracy also clarified that the pre/post-test surveys were provided separately from the simulation program and administered at the same time for the purposes of this field test. NORC sent the survey links and example email communications to the schools to disseminate to students. As a commercial product, the surveys can be built in to launch as a baseline survey just prior to the learner engaging with the simulation then the instructor can set a timeframe (2 weeks, 3 weeks, 30 days etc.) for the student to receive post-tests.

### **Branding/Acknowledgments**

NORC is working to update the Learner's Guide for fall 2016. Steering Committee members who have used or reviewed the current version of the Learner's Guide are encouraged to provide feedback to help guide the revision process.

Additionally, NORC would like to acknowledge Steering Committee members and organizations in Version 2.0 of the Learner's Guide. If members are interested, please fill out the Branding and Acknowledgment form provided in the June Steering Committee newsletter sent on Tuesday, June 7<sup>th</sup>, 2016.

### **Next Meeting**

Wednesday, August 10<sup>th</sup>, 2016 from 3:00 PM – 4:00 PM ET.