



# An Interprofessional Initiative to Increase SBIRT Competencies in the Health Sciences

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## Background

Adverse medical, psychosocial & legal consequences of substance misuse in the US include: alcohol associated with 1/10 deaths of 20-64 yo; an alarming increase in opioid-related fatalities; economic costs exceeding \$250M yearly. Though outcomes improve with early identification and intervention, most providers enter practice minimally prepared to meet this need.

## Purpose

Development and implementation of a collaborative training initiative to increase interprofessional health science student/resident competence and confidence in identification and management of patients at risk for or experiencing substance use disorders.

## Method

- Integration of evidence-based Screening, Brief Intervention and Referral to Treatment (SBIRT) curriculum into a graduate Health Assessment course required for nurse practitioner (NP) students
- Training delivered asynchronously through online modules containing multimedia presentations, videos, resources
- Beginning level competency assessed through in-person or virtual skills demonstrations (role-play) with faculty
- Over 400 NP student participants since 2013

## Analysis

- Comparison of pre- and post-training scores for knowledge, attitudes & confidence in ability to assess and treat patients with substance use concerns
- NP student scores compared to those of graduate social work students, rehabilitation counseling students, and medical residents
- Satisfaction with training assessed post-training & at 30 days

## Results

- Significant changes noted in pre-post scores for all measures ( $p > .001$ ) except item stating “It takes too much time to address patient’s alcohol/drug use” [students indicated low agreement prior to training, reflecting belief that time constraints were not prohibitive]
- NP student outcomes consistently equal or exceed those of other cohorts
- NP students achieved the highest overall post-training knowledge scores
- No differences in outcomes based on in-person or virtual skills demonstrations
- Well-received by students based on survey results related to length, format and content of training

## Discussion

- Integration into a core first semester course ensures that NP students in all tracks have access to training & opportunity to practice in subsequent clinical courses.
- Virtual skills demonstrations (e.g. FaceTime) are feasible for this online program and provide an alternative to campus travel for distance students.
- Next steps include tracking of students to determine utilization in clinical courses.
- In 2017 began training preceptors/field instructors (144 to date) to disseminate SBIRT into active practices and support student learning.



Acknowledgements: Project funded by SAMHSA grant 1U79 T1025374 (2013-2016); SAMHSA grant 5H79 T1026428 (2016-2019)