

Implementation of an SBIRT Training Program in Higher Education

Implications for the Interdisciplinary Workforce

- Colleen Clemency Cordes, Ph.D., Clinical Professor, Arizona State University
- C.R. Macchi, Ph.D., Clinical Associate Professor, Arizona State University
- Adrienne Lindsey, MA, DBH, Associate Director, Arizona State University



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Faculty Disclosure

The presenters of this session have NOT had any relevant financial relationships during the past 12 months.

Conference Resources

Slides and handouts shared by our conference presenters are available on the CFHA website at https://www.cfha.net/page/Resources_2019 and on the conference mobile app.



Learning Objectives

At the conclusion of this session, the participant will be able to:

- Identify implementation science frameworks that guide development of interdisciplinary workforce development programs
- Articulate differences in workforce training outcomes by delivery modality (e.g. online, hybrid, in-person)
- Describe implications of an SBIRT training program on the interprofessional workforce

Learning Assessment

- A learning assessment is required for CE credit.
- A question and answer period will be conducted at the end of this presentation.

The Challenge...

- 24% of the general population engages in risky substance use
(Substance Abuse and Mental Health Services Administration, 2017)

But...

- 60% of psychology programs lack addictions faculty; 46% maintain no addictions courses
(Dimoff, et al., 2017)
- 83% of Psy.D. programs lack faculty expertise in addictions *(Dimoff, et al., 2017)*
- 1/58 reviewed Social Work programs included a required addictions course
(Russett & Williams, 2015)
- Nursing programs maintain an average of 11 hours of addictions-related instruction; advanced practice nursing - 8 hours *(Savage, et al., 2014; Savage, Daniels, Johnson, Finnell, & Seale, 2018)*

ASU SBIRT Training Model

ASU SBIRT Collaborative Model	Theories of Change		
Project Lifecycle Dimensions	Diffusion of Innovations (Rogers, 1962, 2002)	Implementation Outcomes (Proctor, 2011)	Technology Transfer (ATTC, 2011)
Needs Assessment	Trialability Compatiblity	Appropriateness Feasibility	n/a
Information Dissemination	Knowledge Persuasion	Penetration	Dissemination Translation
Implementation	Implementation	Institutionalization	Implementation
Sustainability	Confirmation	Sustainability	n/a

Roadmap of Project Lifecycle

Project Lifecycle Phases	Inquiries	Activities
Phase 1: Needs Assessment	Does this fit for us? How?	Council of Directors (COD) model Site visits Crosswalk of program vernacular
Phase 2: Information Dissemination	How will we get the information to the people who need it?	Program website BRIDGE meetings Web-based simulations
Phase 3: Implementation	How will we determine that the innovation is available @ ASU?	Course infusion On-campus clinics
Phase 4: Sustainability	What is needed for the innovation to continue @ ASU?	SBIRT-infused syllabi Online simulation & modules Campus clinics

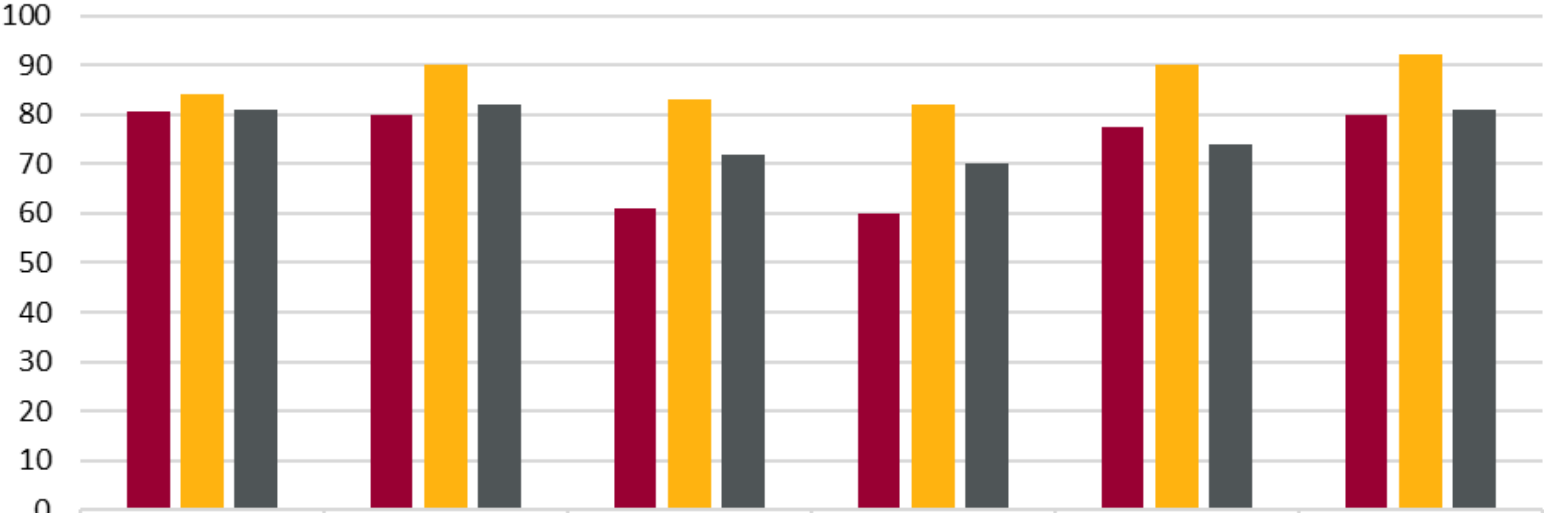
Student Outcomes: Satisfaction

Satisfaction	Mean	Median	Standard Deviation	N
Overall quality of training	4.18	4	0.84	328
Quality of instruction	4.28	4	0.85	327
Quality of training materials	4.18	4	0.88	328
Training experience	4.18	4	0.88	327

1 = very dissatisfied
5 = very satisfied

Student Outcomes: Knowledge and Self-Efficacy

Median Rating of SBIRT Knowledge and Effectiveness by Course Format (n= 250)



	Knowledge of Screening	Effectiveness in Screening	Knowledge of BI	Effectiveness in BI	Knowledge of Referral to Treatment	Effectiveness in Referral to Treatment
■ Online	80.5	80	61	60	77.5	80
■ Hybrid	84	90	83	82	90	92
■ In Person	81	82	72	70	74	81

students felt most knowledgeable and effective in **screening and referral practices**; students felt less knowledgeable and effective in **brief intervention techniques**

Student Outcomes: Use Outside of Classroom



- 81% agreed or strongly agreed that they would use lessons learned in SBIRT modules
- 42.3% of graduates surveyed reported using SBIRT in their jobs

Faculty/University Outcomes

- SBIRT was implemented by 89.47% of trained faculty
- 33 course sessions were delivered in 3 years (21 unique courses) (n=438 students)
- SBIRT was implemented at 4 campus-based training clinics (sustained at 3)
- At the close of the project, SBIRT course content was sustained in 90.47% of syllabi

Implications and Lessons Learned

- accreditation/licensing requirements limit curricular innovations; accreditation requirements need to be adjusted to better incorporate substance use intervention training
- developing accessible online materials addresses barriers (faculty turnover, time burden on instructors, etc.)
- students require applied learning opportunities (simulations for online learners; role plays for in-person students)
 - but...costs associated with simulation licensing are prohibitive
- successful implementation requires strong department leadership support (i.e. department chairs)

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Session Evaluation

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