

# Screening, Brief Intervention, and Referral to Treatment (SBIRT):

Module-Based Treatment for Behavioral and Allied Health Professions

## Faculty Guide for Adopting SBIRT Modules into Current Curriculum



# Acknowledgments

- The discipline specific videos were created by Governors State University through funding by the Substance Abuse and Mental Health Services Administration – Expansion of Practitioner Education Grant #H79FG000098.
- Other materials included in these modules are based largely on the works of previously funded SAMHSA grantees.
- A full bibliography is available under the Additional Resources in the notes of this PowerPoint presentation.



# Why Should You Adopt SBIRT Into Your Curriculum?

- SAMHSA (2019) estimated that in 2018 approximately 67.1 million people in the US engaged in risky alcohol use and 14.8 million met diagnostic criteria for an alcohol use disorder.
- In addition, SAMHSA(2019) also found approximately 53.2 million people age 12 and older reported illicit drug use, including 1.7 million who reported misuse of prescription pain medication and an estimated 8.1 million Americans met the criteria for illicit drug use disorder (Martin & Cimini, 2020; SAMHSA, 2019).
- There is not one area of society that has not seen the impact of SUDs.



# Course Syllabus

- Core Curriculum Modules
- What Is SBIRT and Why Use it?
- Screening for Substance Use Disorders
- Essential Motivational Interviewing Skills
- Brief Intervention
- Referral to Treatment
- Online SBIRT Training



# What is Available?



- Use of full curriculum (9 instructional modules)
- Videos
- Modules
- PowerPoints with notes
- PowerPoints with voice over narration of notes
- Instructors Guide



# Module Outlines

- **Module 1:** Destigmatizing SUDs: Why Identify People With SUD In Clinical Practices?
- **Module 2:** Pharmacological and Physiological Effects of Substance Use: Why do people with SUDs do what they do?
- **Module 3:** Identifying Individuals At-risk For Sud: Screening
- **Module 4:** Reviewing the Severity And Consequences Of Substance Use
- **Module 5:** Motivational Interviewing
- **Module 6:** Presenting assessment data: Brief Intervention
- **Module 7:** Treatment Principles and Their Application
- **Module 8:** Bringing it all Together: Referral
- **Module 9:** Implementing to practice and post-test
- **Module 10:** Guide for Implementation and Assessment



# Module 1: Destigmatizing SUDs - Why Identify People With SUD in Clinical Practices?

## Key Take Away

- Stigmatizing can lead to a person not disclosing the use of substances.
- Non-disclosure can be a barrier to access to treatment.
- Failure to recognize SUDs can impact the treatment of other health conditions.



# Module 2: Pharmacological and Physiological Effects of Substance Use – Why Do People With SUDs Do What They Do?

## Take Away

- Substance Use Disorders is recognized as a brain disease.
- SUDs effect areas of the brain that control experience of pleasure and judgement.
- There is a significant association with SUDs and adverse affects on the organs (i.e. liver, heart).





# Module 3: Identifying Individuals At-Risk For SUD - Screening

## Take Away

- There are proven instruments for SUD Screening
- There are ways to introduce screening to clients in various health and counseling settings.
- Universal for Substance misuse is recommended for better patient outcomes.



# Module 4: Reviewing the Severity and Consequences of Substance Use

## Take Away

- Substance misuse has serious psychosocial, legal, physical, and economic consequences.



12 oz.  
beer



5 oz.  
wine



1.5 oz.  
liquor  
(on the  
rocks)

One drink equals:

Never

Monthly  
or less

2 - 4  
times a  
month

2 - 5  
times  
a week



# Module 5: Motivational Interviewing

## Take Away

- MI is a widely implemented approach to motivating behavior change.



12 oz.  
beer



5 oz.  
wine



1.5 oz.  
liquor  
(on the  
rocks)

One drink equals:

Never

Monthly  
or less

2 - 4  
times a  
month

2 - 5  
times  
a week

1. How often do you have a drink containing



# Module 6: Presenting Assessment Data - Brief Intervention

## Take Away

- There are specific skills in delivering the results of a screening to the client
- Sharing screening information in and of itself can initiate change.



# Module 7: Treatment Principles and Their Application

## Take Away

- There are various SUD treatment modalities.
- It's important to connect the client to the correct level and type of care based upon their use and associated consequences.



# Module 8: Bringing it all Together: Referral

## Take Away

- There are a number of treatment locators available for practitioners to use in assisting clients to find appropriate treatment.
- It is important to follow up with a client to reinforce any steps taken towards behavior change.



# Module 9: Implementing to Practice and Post-Test Evaluation

Probing Questions for Faculty to ask students - Students will once again view all the previous discipline specific videos and discuss the following:

Would age, race, ethnicity, sexual orientation, gender, religious background, physical or mental ability or educational level influence your screening and assessment? What ways would you modify your assessment based on these variables? For example:

- a. If this was a 65-year-old female what would screening and assessment strategy look like?
- b. If this was a 16-year-old LGBTQ individual what would screening and assessment look like?
- c. If this was a 45-year-old English as a second language individual what would screening and assessment look like?



# SBIRT Implementation Readiness Scale

*\*A modification of the SBIRT Proficiency Checklist-Clinical Version*

3-Point Scale: 0 (Not at all), 1 (Somewhat), 2 (Very)

## Screening (5 items)

1. How comfortable are you with questioning clients about their quantity & frequency of alcohol and/or drug use?
2. How comfortable do you feel working with someone with a substance use disorder?
3. How accurately do you feel you can identify a client's level of risk related to their alcohol or other drug use?
4. How comfortable do you feel using/interpreting an appropriate evidence-based screening instrument?
5. How comfortable do you feel in identifying possible consequences of the client's behavior, such as physical, psychosocial, and other consequences.

## Motivational Interviewing Spirit (4 items)

1. How well do you feel you use OARS (**O**pen questions, **A**ffirming, **R**eflecting, and **S**ummarizing)?
2. To what extent do you feel you can embrace the underlining principles of Motivational Interviewing?
3. How accurately do you feel you can identify the client's stage of change?
4. How accurately do you feel you summarize a client's stated reasons for change?

## Brief Intervention (3 items)

1. How comfortable are you providing feedback to the client about their substance use?
2. How comfortable do you feel providing feedback about the risks associated with client's substance use behavior?
3. How comfortable are you in assisting the client in identifying steps to address substance use?

## Referral to Treatment (2 items)

1. How comfortable do you feel in finding appropriate resources?
2. How comfortable do you feel in linking the client with the referral source?

## Follow-Up (1 item)

1. How comfortable do you feel in arranging appropriate follow-up (MD follow-up, referral to treatment, counseling, medication, etc.)

## Interpretation of scale:

Step 1: Total all scores 0=0 points; 1=1 point; 2=2 points

0-10 points: Not Ready; 10-20 points: Somewhat Ready; 20-30 points: Ready





# The Choice is Yours

- Do you think this is important to use in your curriculum ?
- Where do you see this in your curriculum?
- Are you ready to use this in your curriculum?

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12 oz.  
beer



5 oz.  
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1.5 oz.  
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(one shot)

Never

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