

The Vermont SBIRT Training Collaborative

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Introduction

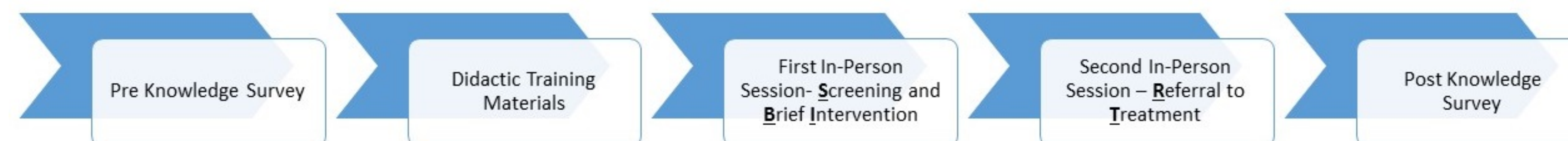
- Screening, Brief Intervention, and Referral to Treatment (SBIRT):
 - Evidence-based approach
 - Delivery of early intervention and treatment services
 - Responds to substance misuse
- UVM SBIRT Collaborative:
 - Curriculum on integrated SBIRT approach
 - Graduate students in nursing, counseling, & social work
 - Medical residents in primary care

Objectives

- Develop an interprofessional curriculum focused on SBIRT
- Increase participants'
 - Knowledge
 - Attitudes
 - Competence
- Focus on patients with substance misuse issues.
- Establish competencies of Interprofessional Educational Collaboration (IPEC)
- Integrate team-based learning and coaching sessions
- Create a process for sustainability after completion of the grant

Methods

- Create a council with faculty representation from each discipline.
- Develop a curriculum integrating
 - On-line SBIRT content
 - Team-based interprofessional learning experiences
 - Standardized patients
 - Inter-professional faculty coaching sessions
- Implement curriculum with five disciplines over a 29 month period with 3 different cohorts.
- Evaluate the process of implementation with participant feedback after training sessions.
- Evaluate the knowledge, skills and competencies of the students and residents pre and post training sessions.



IPEC Competencies Observed

Values/Ethics

- Patient-Centered Care Planning
- Mutual respect for other professions
- Act with dignity and integrity

Roles/Responsibilities

- Recognize one's limitations in skills, knowledge and abilities
- Engage diverse professionals to complement one's own expertise
- Use unique and complementary abilities of all members of the team

Interprofessional Communication

- Confident expression of one's knowledge and opinions
- Listen actively
- Encourage ideas and opinions of others
- Give timely, sensitive, instructive feedback

Teams/Teamwork

- Engage and integrate other professionals in patient centered care.
- Share accountability
- Reflect on team performance

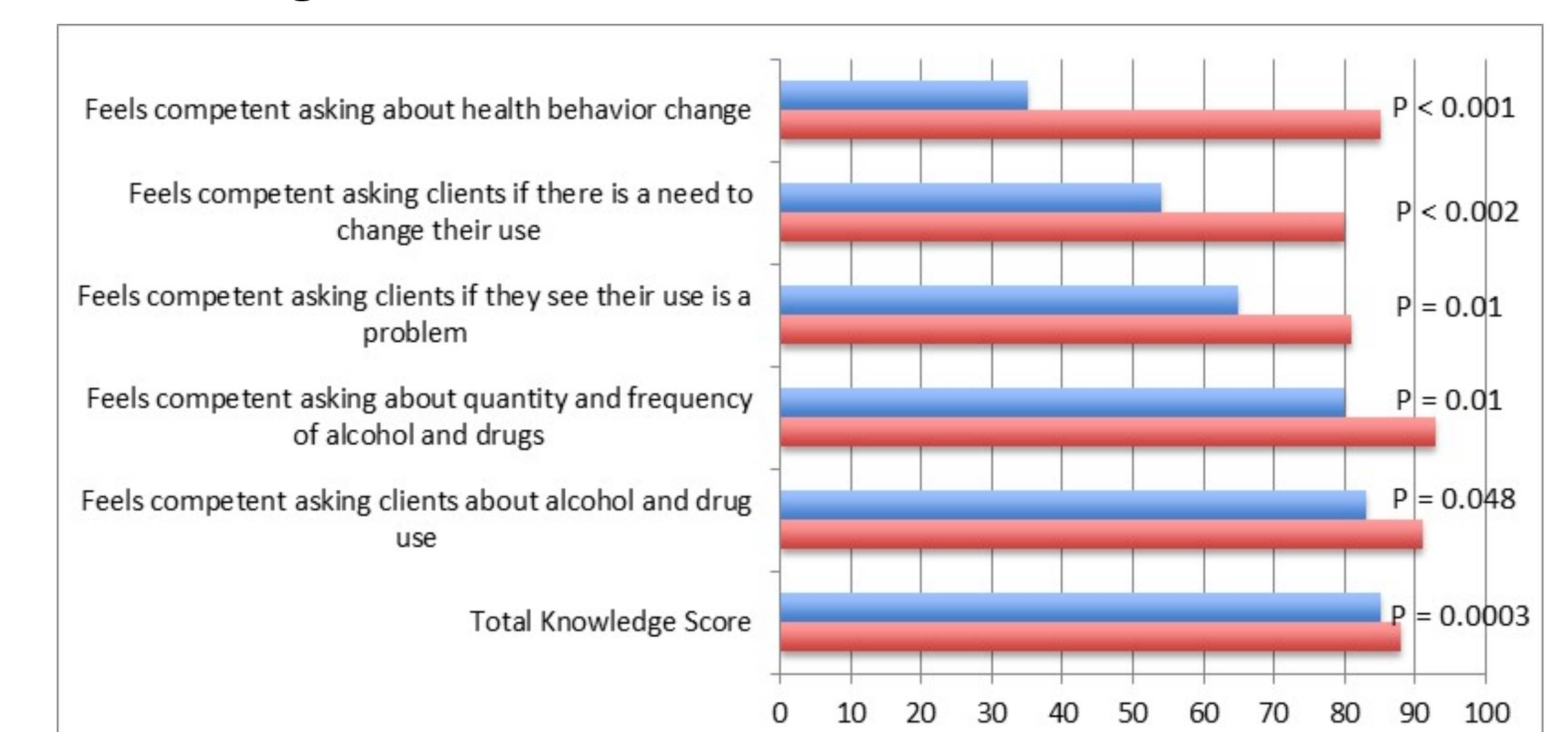
Results

Demographics of participants

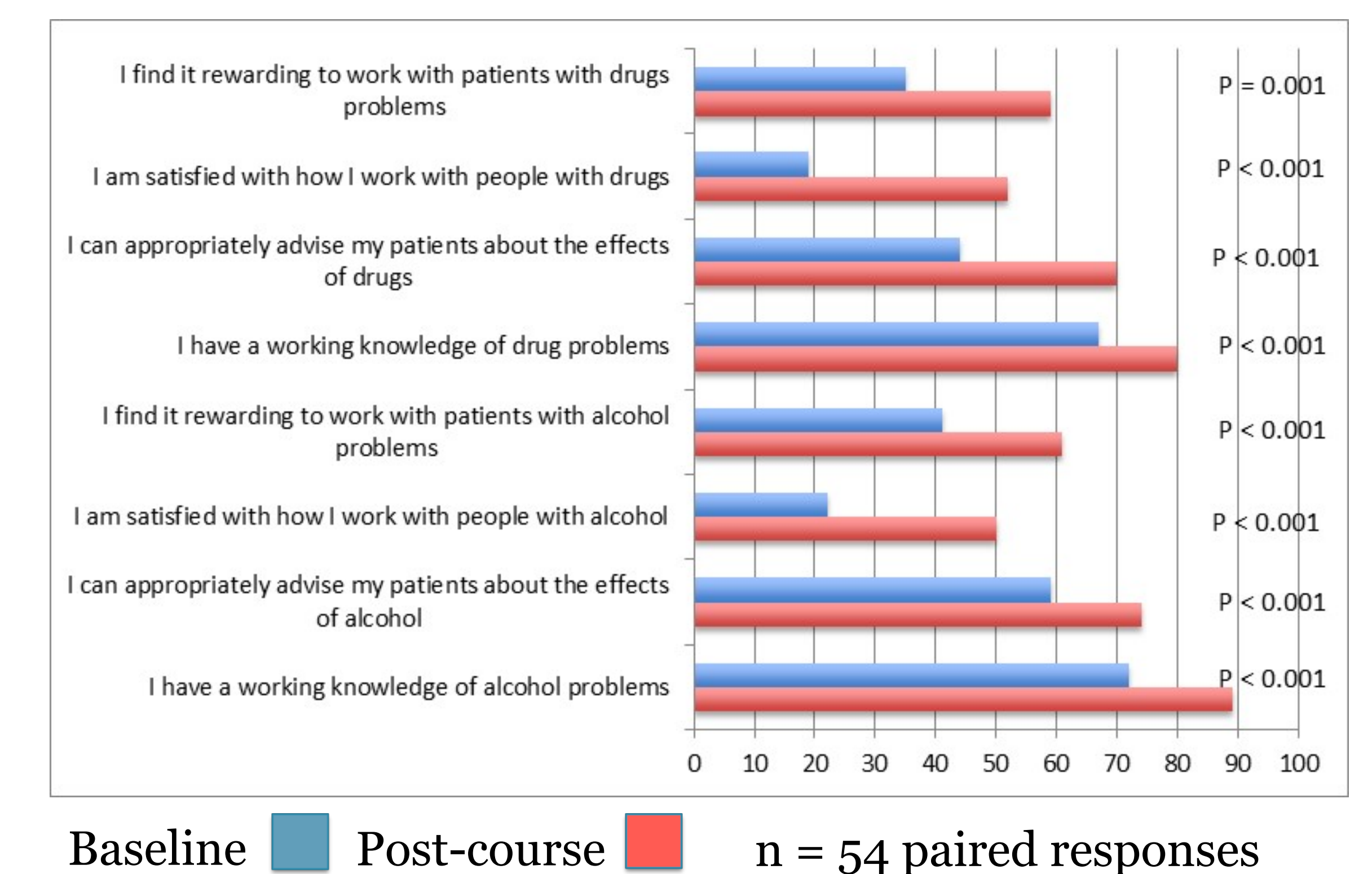
	#	%
Counseling	13	18%
Medical Residents	18	25%
Nursing	20	28%
Social Work	21	29%
Total	72	100%

Outcomes -

Knowledge and Skills Self Assessment



Attitudes Self Assessment



Conclusion

- Significant increases in IPE participants' knowledge, skills, & attitudes working with patients with substance misuse issues
- Practical components were key to interprofessional growth
- Knowledge assessment had limited discriminatory ability
- Logistical challenges were consistent with integrating multiple programs (schedules, knowledge of learners, context of practical cases)

