Implementation of Screening, Brief Intervention, and Referral to Treatment (SBIRT): **Crosscutting Students and Settings**

Objective

 Alcohol, tobacco, and other drug use and misuse are a public health problem resulting in high healthcare and societal costs. The purpose of this educational project was to implement the public health model of Screening, Brief Intervention and Referral to Treatment (SBIRT) in a variety of settings and across

multiple groups of students: •one undergraduate nursing school curricula

 two advanced practice graduate nursing school curricula.





Methods

- A mixed-method approach used to measure the effects of training of SBIRT in three nursing educational settings: undergraduate, professional continuing education, and advanced practice.
- Pre-to-post attitude surveys of nurses and nursing students towards working with individuals with alcohol or other drug problems were measured.
- Post training knowledge

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Project Questionnaires

Questionnaires	
Alcohol and Alcohol Problems Perceptions	Kno
Drug and Drug Problems Perceptions	Kno
Training Satisfaction (Pre, Post, 30 days)	C

Funding for the for these projects was made possible by grants 5D09HP25025-03 and UD7HP25060-03 from the Division of Nursing, Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS).







 Policy support for SBIRT utilization •SBIRT training and education had the most pronounced significant effect on indicators of Role Security, including role adequacy and role legitimacy, (p <.05) across all types of settings.

•Effects on indicators of Therapeutic Commitment, including motivation and role support, varied depending upon setting.

 Knowledge surveys indicated a significant increase in post-training knowledge of SBIRT across all settings (p<.05).

Conclusions

- SBIRT training and education infused into multiple settings has positive effects on nurses' role adequacy, legitimacy, and work satisfaction.
- •These results have policy implications, suggesting that training and educating nurses in an evidenced-based practice such as SBIRT can increase their role adequacy for providing care to individuals with alcohol and drug use problems.