SBIRT Curricular Resources - Baseline

University at Buffalo Addiction Medicine Fellowship
2015 -2016 SBIRT Milestone Webinar Series

- July 17: Baseline
- August 21: 1st Quarter
- October 16: 2nd Quarter
- February 19: 3rd Quarter
- May 20: Final Evaluation
Goals of This Webinar

• How to link ADM educational objectives, existing SBIRT resources, and SBIRT Milestone:
  • UB ADM Fellowship SBIRT Curriculum
Training Resources Out There

• Since 2003, SAMHSA has funded over 70 grantees including Medical Residency Programs
  • Albany Medical Center
  • Baylor College of Medicine
  • Connecticut SBIRT
  • Florida SBIRT program
  • New York SBIRT
  • Oregon SBIRT program
  • University of Maryland Medical Residency Training Program
  • Yale University SBIRT program
• + NIAAA, NIDA, CSAT, etc., and…
Conrad N. Hilton Foundation:
The ABAMF Compendium

Identifying and Responding to Substance Use among Adolescents and Young Adults: A Compendium of Resources for Medical Practice

THE ABAM FOUNDATION
NATIONAL CENTER FOR PHYSICIAN TRAINING IN ADDICTION MEDICINE

DRAFT 1-28-15: NOT FOR DISTRIBUTION OR CITATION

5 M
# SBIRT Competency Evaluation - Milestone

## SBIRT Linked Milestone

ADM Program Name: ____________________________ Fellow’s Name: ____________________________

Program Director/Faculty completing this worksheet: ____________________________

Please Check which Milestone this covers:
- [ ] Baseline
- [ ] Quarter 1
- [ ] Quarter 2
- [ ] Quarter 3
- [ ] Quarter 4

Date Milestone was Completed: ______________

**Directions:**
Check the box below the Level at which the Fellow has attained competence. If the Fellow has also made some progress within the next level, check the box between the two levels.

<table>
<thead>
<tr>
<th>Milestone:</th>
<th>employs interpersonal and communication for the delivery of Screening, Brief Intervention and Referral to Treatment (SBIRT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has not achieved Level 1</td>
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<tr>
<td>Level 1</td>
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<tr>
<td>Level 2</td>
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<td>Level 3</td>
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<td>Level 4</td>
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<tr>
<td>Level 5</td>
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</table>

This fellow does not recognize or understand the importance of SBIRT. Fellow is not able to interact effectively with patients and their families.

Examples of Related Process Measures
- The fellow will perform and document proficiency with at least ten (10) SBIRT screening procedures on actual patients in an outpatient office, inpatient hospital bed or emergency department setting.
- The fellow will have received advanced skill training in SBIRT and will be able to perform brief therapy sessions based on the principles of motivational interviewing. The fellow will deliver an interactive SBIRT presentation to group of adolescents who provide care to adolescents and young adults.
- The fellow will train at least three (3) physicians and/or other healthcare professionals in SBIRT so that they will understand the importance of prevention and early identification for treatment of the addictive disorders.
- The fellow will interact with local or national organizations of health care education or health care delivery to affect system changes that promote SBIRT for adolescent (i.e., healthcare system, legal system, State regulators, Mass media, etc.)
6 ACGME and ABMS Core Competencies

- Patient Care and Procedural Skills (PC)
- Medical Knowledge (MK)
- Practice-Based Learning and Improvement (PBLI)
- Interpersonal and Communication Skills (ICS)
- Professionalism (PRO)
- Systems-Based Practice (SBP)
ABAM One-Year Fellowship Curriculum Summary

Clinical Rotations

- **Outpatient ADM (480 hours or 3 months)**: 25%
- **Inpatient ADM (320 hours or 2 months)**: 17%
- **General Med/Surg ADM or “consults” (160 hours or 1 month)**: 8%
- **Program-specific ADM Core (480 hours or 3 months)**: 25%
- **Electives (480 hours or 3 months)**: 25%

Plus:

- Continuity Clinic (one ½ day per week)
- Teaching Conferences (once a week)
- Scholarly Activities (e.g., research)
• Addiction Medicine Training as a Whole – NO PRESCRIBED CURRICULUM
  • Summary & Objectives
  • ABAM book and Exam
  • Fellowship Program
SBIRT Training

• No prescribed curriculum
• Use existing resources PRN
• Milestone used to document progress and acquisition of competencies
Suggestions

• Fellow starts, e.g., July
• Meet with fellow
• Review goals and objectives
• Administer pre-test, evaluation, assess otherwise
• Complete SBIRT Milestone, i.e., Baseline
• Arrange to get the fellow to next level (Quarters 1-last)
**How To Get To The Next Level?**

<table>
<thead>
<tr>
<th>Materials/Activities</th>
<th>Stage</th>
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</thead>
<tbody>
<tr>
<td>Readings (e.g., book chapters, articles)</td>
<td>Preparation</td>
</tr>
<tr>
<td>Videos</td>
<td>See one</td>
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<tr>
<td>Role plays</td>
<td>Do one</td>
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<tr>
<td>Classroom, dissemination of knowledge</td>
<td>Teach one</td>
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### UB 2015 ADM Fellow

<table>
<thead>
<tr>
<th>MODULE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROTATION</td>
<td>Orientation</td>
<td>Inpatient Detox</td>
<td>Outpatient</td>
<td>Inpatient psych</td>
<td>Adolescent treatment</td>
<td>Outpatient</td>
<td>Methadone clinic</td>
<td>Pain management</td>
<td>Elective</td>
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<td></td>
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<td>Rehab</td>
<td>Psych Consult</td>
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<td></td>
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<td>Consults</td>
<td>Elective</td>
<td>TBA</td>
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<tr>
<td>≈ SBIRT Competency</td>
<td>Observing and assisting with classroom, work with medical students</td>
<td>Independent teaching (e.g., pediatric residents)</td>
<td>Working to help community health center incorporate SBIRT and teach physicians and staff</td>
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TRAINING MATERIALS FOR ADDICTION MEDICINE (ADM) FELLOWS
UNIVERSITY AT BUFFALO (UB)

- Curriculum used at UB to train fellows in Screening Brief Intervention and Referral to Treatment (SBIRT)
- Training Specifically developed for use with the SBIRT Milestone
# Goals: Going from Level 1 to Level 2

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
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</table>
| • This fellow understands the basics of SBIRT and recognizes the importance of the health care team relationships for quality care delivery.  
• This fellow communicates effectively with patients and their families during the course of SBIRT. | • This fellow performs basic SBIRT activities and creates a non-judgmental safe environment to actively engage patients in SBIRT.  
• This fellow maintains the appropriate documentation of SBIRT activities in the medical record. |
<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TASK</th>
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<tbody>
<tr>
<td>MK</td>
<td>Describe SBIRT</td>
</tr>
<tr>
<td>MK</td>
<td>Describe importance of (adolescent) SBIRT</td>
</tr>
<tr>
<td>MK</td>
<td>Describe risk factors of substance use disorders (SUDs) - Epidemiology</td>
</tr>
<tr>
<td>MK</td>
<td>Describe natural history of SUDs – Etiology</td>
</tr>
<tr>
<td>MK</td>
<td>Describe neurobiology of SUDs</td>
</tr>
<tr>
<td>SBP</td>
<td>Describe screening for SUDs</td>
</tr>
<tr>
<td>MK</td>
<td>Describe basics of Motivational Interviewing (MI)</td>
</tr>
<tr>
<td>ICS</td>
<td>Deliver basic MI</td>
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<tr>
<td>PBLI</td>
<td>Describe interactive classroom and leading teaching techniques</td>
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<tr>
<td>PBLI</td>
<td>Develop slide deck presentation on SBIRT</td>
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<tr>
<td>PBLI</td>
<td>Deliver didactic presentation on SBIRT</td>
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<tr>
<td>PC</td>
<td>Deliver basic SBIRT to patients</td>
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<tr>
<td>SBP</td>
<td>Describe basics of SBIRT billing and reimbursement</td>
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</table>
# Methods: Instructor’s Manual

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>Meet with fellow to review goals, objectives, processes, and methods of the program (30-60 minutes)</td>
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<tr>
<td>2.</td>
<td>Administer UB ADM Fellowship content-based pre-test</td>
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<tr>
<td>3.</td>
<td>Have fellow complete Self-Directed Learning as outlined in the Quarter I Fellowship Curriculum Guide</td>
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<tr>
<td>4.</td>
<td>Have fellow study Motivational Interviewing content as specified under Performance Practice in the Quarter I Fellowship Curriculum Guide</td>
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<tr>
<td>5.</td>
<td>Meet with fellow to practice (e.g., role play) Screening, Brief Intervention, and Referral to Treatment (SBIRT)</td>
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<tr>
<td>6.</td>
<td>Observe fellow administer SBIRT to patients</td>
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<tr>
<td>7.</td>
<td>Have fellow complete the content modules in Teaching Skills</td>
</tr>
<tr>
<td>8.</td>
<td>Have fellow prepare a slide deck presentation on SBIRT</td>
</tr>
<tr>
<td>9.</td>
<td>Review and have fellow practice (i.e., “dress rehearsal”) the SBIRT presentation</td>
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<tr>
<td>10.</td>
<td>Observe fellow deliver a didactic on SBIRT, i.e., 1-hour lecture with slide deck presentation</td>
</tr>
<tr>
<td>11.</td>
<td>Complete Quarterly evaluation of fellow, submit Milestone to NCFTAM in Buffalo</td>
</tr>
</tbody>
</table>
1. According to NIAAA, which one of the following constitutes a “standard drink” in the United States?

(A) 12 fluid ounces of regular beer
(B) 12 fluid ounces of malt liquor
(C) 8 fluid ounces of table wine
(D) 3 ounces of 80-proof vodka or whiskey
Medical Knowledge

- Describe SBIRT

Patient Care and Procedural Skills

- Deliver MI
- SBIRT Training Videos (University of Maryland)
Interpersonal and Communication Skills

• Brief Intervention (BI)
  • FRAMES Model; TIP 34, Chapter 2 (SAMHSA/CSAT)

• FRAMES
  • Feedback is given to the individual about personal risk or impairment.
  • Responsibility for change is placed on the participant.
  • Advice to change is given by the provider.
  • Menu of alternative self-help or treatment options is offered to the participant.
  • Empathic style is used in counseling.
  • Self-efficacy or optimistic empowerment is engendered in the participant.
    • Source: Miller and Sanchez, 1993
NAADAC/NCC AP Code of Ethics

I. The Counseling Relationship
II. Evaluation, Assessment and Interpretation of Client Data
III. Confidentiality/Privileged Communication and Privacy
IV. Professional Responsibility
V. Working in a Culturally Diverse World
VI. Workplace Standards
VII. Supervision and Consultation
VIII. Resolving Ethical Issues
IX. Communication and Published Works
X. Policy and Political Involvement
Practice-Based Learning and Improvement

Describe interactive classroom and leading teaching techniques

- Teaching Strategies for Active Learning: Six Essentials for Effective Teaching - Shannon Carlin-Menter (The ABAMF NCPTAM)

Develop slide deck presentation on SBIRT

- 7 Pearls for Engaging Slide Design – Erin O’Byrne (The ABAMF NCPTAM)

Deliver didactic presentation on SBIRT

- SBIRT Faculty Supervision (University of Maryland)
Systems-Based Practice

- Referral to Treatment (RT)
  - Referral to Treatment (SAMHSA-HRSA)
- Resources
  - Sample Warm Hands-Off Scripts and Procedures
  - SAMHSA Treatment Locator is a searchable directory of drug and alcohol treatment programs by location.
The Lifelong Learning Process

**PART I: LICENSURE & PROFESSIONALISM**
- A) Diplomates must possess a valid, full and unrestricted medical license in the USA, its territories, or Canada
- B) If a physician holds one or more additional licenses, each must be valid, full and unrestricted
- C) ABAM verifies licensure on an annual basis

**PART II: LIFELONG LEARNING & SELF-ASSESSMENT**
- A) Diplomates must complete 9 credits of Self-Assessment from a pool of ABAM-selected articles to the practice of addiction medicine
- B) A score of 75% or higher must be attained on the self-assessment test for it to be counted and receive 1 CME credit; 2 retakes are available.
- C) Completing more articles after the required number is met can result in 1 CME credit per article to be applied to the 26 CME credits described below
- D) 26 AMAPRA Category 1 credits must be completed in addiction medicine every year, in which a minimum of 9 CME credits must come from ABAM-approved activities

**PART III: COGNITIVE EXPERTISE**
- A) In year 8, 9, or 10 of the MOC cycle, Diplomates must pass the cognitive examination. This examination is conveniently administered at over 400 proctored testing centers

**PART IV: PRACTICE PERFORMANCE ASSESSMENT**
- A) This is in development and has not yet launched. Diplomates will participate in a range of ABAM-approved performance improvement projects designed to assess and improve the quality of patient care

4-Part MOC Process